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ABSTRACT

This study examines the current and planned status of opportunities of training for adult educators in the United States through programs especially designed to meet their needs, as indicated by the degree programs and curricula offered and projected by institutions of higher education. Following the Introduction (Chapter I), Chapter II presents a Review of the Literature on Training Opportunities for Adult Educators. Chapter III consists of a description of the procedures used in identifying the sample and in collecting the data. Chapter IV is a summary and listing of the data collected. Chapter V includes a comparison of the present and previous studies and also sets forth the authors' conclusions and interpretations of the data, as well as their suggestions for subsequent studies and procedures for maintaining current information on the degree training opportunities for adult educators. The instruments used in the data collection are included in Appendix A. The names and addresses of the directors of all programs from which completed questionnaires were received are shown in Appendix B. Appendix C gives the names and addresses of four persons who were admitted to membership in the Commission of the Professors of Adult Education and who are directors of additional programs not reported in the survey. A bibliography is provided, and 57 tables accompany the textual material. (Author/DB)

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A DIRECTORY AND ANALYSIS OF DEGREE PROGRAMS FOR PREPARING PROFESSIONAL ADULT EDUCATORS IN THE UNITED STATES

ED 058540

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PREFACE

This publication was developed because a number of experiences of the authors led them to the conclusion that a directory and analysis of degree training opportunities for preparing adult educators is needed for the systematic improvement of adult education administration, teaching, and research. In 1968 the senior author had great difficulty in assembling the facts needed for the writing of the chapter "Staffing Adult Education Programs" in the first annual assessment by the Commissioner of Education of the state of the education professions, an assessment mandated by the Education Professions Development Act of 1967. In 1969 the senior author conducted a national workshop to increase and to improve university teacher training programs in adult education and he was chagrined to find that state level adult education officials did not have complete information on training opportunities for adult educators in their own states. In compiling the report on adult education doctoral degrees awarded in 1970, a report published in Adult Leadership magazine, the junior author became concerned about the lack of information on degree training programs at the masters and undergraduate levels. These experiences led the authors to undertake a comprehensive survey to collect the information needed to compile a national directory.

In compiling the directory the authors made the following decisions in an effort to avoid some of the limitations of related surveys: (1) the population would not be restricted to those institutions having representation in any existing association of adult educators; (2) the population would not be restricted to those institutions which had graduate programs in education; (3) the population would not be restricted to those institutions which used the term "adult education" as the formal name for their degree programs for the preparation of adult educators; and (4) the population to be surveyed would include all institutions of higher education which confer baccalaureate, graduate and professional degrees. By observing these four precautions the authors hoped to be able to reduce the probability that they would overlook degree training programs which had eluded previous investigators.

The authors acknowledge the encouragement and assistance of the following individuals each of whom contributed to the development of this document: Professor Roy J. Ingham, Florida State University; Professor Jules Pagano, Florida International University and formerly Executive Director, Adult Education Association of the United States; and Dr. Robert Calvert, Chief of the Adult and Vocational Education Surveys Branch, National Center for Educational Statistics, U.S. Office of Education.

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CHAPTER I

INTRODUCTION

Adult education has been called an emerging field of university study by the Commission of the Professors of Adult Education. Debates rage on over the correct definition of "adult education" with some guardians of the faith clinging tenaciously to this term while other equally dedicated individuals seek to promote the use of a variety of other terms such as continuing education, extension education, community development, and community services. Regardless of the formal designation of the activity it is clear that the necessity for providing educational opportunities for adults throughout their lifetime is being recognized by increasing numbers of Americans. Concomitantly those who are concerned with the development and conducting of educational programs for adults appear to be becoming aware that the successful execution of these functions requires more than actions based solely on intuition. Accordingly, as educational programs for adults increase, the sense of need for persons professionally prepared to conduct and direct such programs grows also. Graduate training programs for the preparation of adult educators have been in existence for over three decades. Yet, it seems that their existence is probably unknown, even today, to the majority of men and women who are involved in educational programs for adults. This directory and analysis has been prepared for the purpose of making degree training opportunities for adult educators known to practicing and prospective adult educators who heretofore have been unable to obtain this information without incurring excessive expense.

The purpose of this study is to examine the current and planned status of opportunities of training for adult educators in the United States through programs especially designed to meet their needs as indicated by the degree programs and curricula offered and projected by institutions of higher education. Programs leading to an undergraduate degree were included in this study because the authors had reason to believe that such programs existed although none had been reported in previous surveys.

Degree programs for training adult educators were defined with a vertical and an horizontal dimension. Vertically the definition meant to encompass any university or college course of study, irrespective of content emphases, intending to prepare its participants to work with adults *qua* adults in various capacities. In its horizontal dimension similarly, the definition intended to include any sequence of educational activities leading to the different levels of competence that higher education institutions traditionally offer. Thus the definition included adult education programs conducted by any academic unit of an institution of higher education. This horizontal dimension was intended to encompass training programs lying outside of the departments, schools and colleges of education as well as those within. The definition also embraced curricula offered at the undergraduate, masters, doctors and special degree programs at the baccalaureate level or above.

No attempt was made to evaluate or assess the quality of the programs and curricula surveyed. Quantitative rather than qualitative measures were made.

Other investigators had dealt with various facets of the topic of training for adult educators for various purposes, the most recent of which was a selected review of the literature which had been prepared as a joint publication of the ERIC Clearinghouse on Adult Education and the Adult Education Association of the U.S.A.[1] Because of the nature of the related studies, in particular their sampling procedures, the authors concluded that it would be essential to present a fairly comprehensive review of these studies to provide a background for the present investigation. Chapter II is a review of this literature.

Chapter III consists of a description of the procedures used in identifying the sample and in collecting the data.

Chapter IV is a summary and listing of the data collected.

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[1] Coolie Verner, Gary Dickinson, Walter Leirman and Helen Niskala, The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America (Syracuse, N.Y.: ERIC Clearinghouse on Adult Education and Adult Education Association of the U.S.A., 1970).

Chapter V includes a comparison of the present and previous studies and also sets forth the authors' conclusions and interpretations of the data as well as their suggestions for subsequent studies and procedures for maintaining current information on the degree training opportunities for adult educators.

The instruments used in the data collection are included as Appendix A. The names and addresses of the directors of all programs from which completed questionnaires were received are shown in Appendix B.

CHAPTER II

REVIEW OF THE LITERATURE ON TRAINING OPPORTUNITIES FOR ADULT EDUCATORS

The training opportunities for adult educators have been identified in various ways by different investigators. Because of the amount of effort which has been invested in these previous surveys and because of the nature of the findings which have been reported it seems essential to review those studies in this chapter before proceeding to describe the design of the present survey, the findings, and their interpretations.

Previous Overviews of Surveys of Training Opportunities

Verner, *et al*.traced the origin of the concern about better information on training opportunities to 1941: "As the number of graduate programs increased, the need to disseminate information about where training in adult education was available was recognized. Houle was the first to do so in articles published in 1941 and subsequent years".[1] The literature of professional preparation programs for leaders in adult education has been examined over the last ten years by three authors: Houle in 1960,[1] Neff in 1970,[2] and Verner et al. in 1970. The latter two have identified histories of graduate adult education. On the American scene they referred only to Houle's accounts. All three have referred to surveys of courses or curricula available to adult educators.

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[1] Verner, et al., *The Preparation of Adult Educators*, p. 26.

In the 1960 Handbook of Adult Education[3] Houle identified several of the previous surveys and commentaries on the extent of training opportunities for adult educators: Fansler's report in 1936,[4] Houle's own articles in the Adult Education Bulletin[5] from 1941 to 1949, and Svenson's review of professional preparation programs.[1] Neff, in a chapter in Adult Basic Education: The State of the Art, a publication growing out of a workshop to increase and to improve university teacher training programs in adult basic education held at The University of Chicago identified three major sources of information on training programs for adult educators: (1) Svenson's dissertation,[2] (2) Cortright's report on library training centers,[3] and (3) Houle's chapter in the textbook prepared by the Commission of the Professors of Adult Education.[4] Verner *et al*. have included the following additional surveys in their review of the literature: Hendrickson and Spence's survey;[5] Scates' 1963 report,[6]

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[1] Cyril O. Houle, "Opportunities for the Professional Study of Adult Education - 1941", Adult Education Bulletin, V, No. 3 (April, 1941), 81-85. And subsequent volumes for ten years.

[2] Monroe Neff, "The State of the Art in Adult Basic Education Teacher Training", Adult Basic Education: The State of the Art edited by William S. Griffith and Ann P. Hayes (Washington, D.C.: U.S. Government Printing Office, 1970), 10-23.

[3] Cyril O. Houle, "The Education of Adult Educational Leaders", Handbook of Adult Education in the United States edited by Malcolm S. Knowles (Chicago: Adult Education Association of the U.S.A., 1960), 117-128.

[4] Thomas Fansler, "Training of Leaders and Teachers of Adults", Handbook of Adult Education in the U.S.A. edited by Dorothy Rowden (New York: American Association for Adult Education, 1936), 269-278.

[5] Cyril O. Houle, "Opportunities for the Professional Study of Adult Education - 1941", Adult Education Bulletin, V, No. 3 (April, 1941), 81-85; VI, No. 4 (April, 1942), 99-103; VII, No. 4 (April, 1943), 104-109; VIII, No. 4 (April, 1944), 106-110; IX, No. 4 (April, 1945), 104-106; X, No. 4 (April, 1946), 110-114; XI, No. 4 (April, 1947), 100-107; XII, No. 4 (April, 1948), 111-117; and XIII, No. 4 (April, 1949), 105-112.

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[1] Elwin V. Svenson, "A Review of Professional Preparation Programs", *Adult Education*, VI, No. 3 (Spring, 1956), 162-166.

[2] Elwin V. Svenson, "A Study of Professional Preparation Programs for Leaders in Adult Education Offered by Schools in Education". Unpublished Ed.D. dissertation, University of California at Los Angeles, 1954.

[3] Richard W. Cortright, "Professional Preparation in Literacy Education", *Journal of Teacher Education*, XVI, No. 3 (September, 1965), 290-293.

[4] Cyril O. Houle, "The Emergence of Graduate Study in Adult Education", *Adult Education: Outlines of an Emerging Field of University Study* edited by Gale Jensen, A.A. Liveright, and Wilbur Hallenbeck. (Washington, D.C.: Adult Education Association of the U.S.A., 1964), 69-83.

[5] Andrew Hendrickson and John A. Spence, "Professional Training Programs in Adult Education", *Adult Education*, III, No. 6 (Summer, 1953), 191-192.

[6] Alice Y. Scates, "Professional Preparation for Educators of Adults: A Survey of the States and Content of Graduate Programs in Adult Education. Unpublished Ed.D. dissertation, George Washington University, 1963.

Ingham's surveys[1] for the Commission of the Professors of Adult Education, and the listings prepared by the Canadian Association for Adult Education (CAAE) in 1968.[2]

Fansler's 1936 Survey

In 1936 Fansler listed and briefly described adult education training opportunities offered during 1935-36 by forty-nine normal schools, colleges, and universities.[3] He reported that at only one of them, Teachers College of Columbia University was giving courses for credit toward the bachelor's, master's, and doctor's degree. Houle, however, said that both Ohio State University and the University of Chicago should have been included in the list because his research revealed that they had initiated their doctoral curricula in 1935.[4] Regardless of the possible omission of some programs in his survey, Fansler found a sufficient number to lead him to predict a steady growth in the development of such curricula. He observed, however, that although isolated courses were being developed, the field of adult education was not yet perceived by schools of education as being of sufficient importance to warrant departmental status.

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[1] Roy J. Ingham, "A Comparative Study of Graduate Programs in Adult Education". Tallahassee, Florida: Department of Adult Education, Florida State University, 1967. (Mimeographed). Roy J. Ingham and Husain Qazilbash, "A Survey of Graduate Programs in Adult Education in the United States and Canada". Tallahassee, Florida: Department of Adult Education, Florida State University, July, 1968. (Mimeographed). Roy J. Ingham, B. G. Munro, and Romeo M. Massey, "A Survey of Graduate Programs in Adult Education in the United States and Canada". Tallahassee, Florida: Department of Adult Education, Florida State University, 1970. (Mimeographed).

[2] Canadian Association for Adult Education, "A Directory of Graduate Programs in Adult Education", Continuous Learning, VII, No. 1 (January - February, 1968), 15-33.

[3] Thomas Fansler, "Training of Leaders and Teachers of Adults", Handbook of Adult Education in the U.S.A., edited by Dorothy Rowden (New York: American Association for Adult Education, 1936), p. 269.

[4] Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March, 1968), 13-26.

Houle's Series of Training Opportunity Listings

From 1941 through 1950 the April issue of the Adult Education Bulletin featured a major article dealing with opportunities for the professional study of adult education. Each year the article summarizing developments in adult education training was written by Houle. Each year the article was accompanied by a listing of the institutions proposing to train teachers and administrators of adult education during the ensuing summer. The series was introduced with an acknowledgment that teacher training activities are multiple and various. It was noted further that such activities were not confined to colleges and universities. He noted that the institutions of higher education tended to deal with the whole field of adult education rather than concentrating exclusively on a single institutional segment. He felt that the variation which existed among programs was due to the differences in approaches of various professional fields and divergent conceptions of service among institutions. Houle proposed that these educational activities may be reduced to five categories:

1. Dealing generally with the whole of adult education,
2. Dealing primarily with the work of one kind of adult education such as vocational training,
3. Built around some technique of teaching or administration such as the discussion method,
4. Including adult education as an aspect of a broader or related subject,
5. Made out of provisions for individually directed study.

In 1941, the study dealt with the first of the five types of training that he identified. The population comprised universities, colleges of education, and teachers' colleges whose catalogs included adult education, whose names were cited in a number of the issues of two leading journals of adult education, and which were prominent enough to have had initiated training activities since the issuance of their most recent catalogs.

In 1942, the article described the training of teachers and administrators of adult vocational education, an example of the second type of training that is, educational activities "which deal primarily with the work of one kind of adult education". A list of institutions which were to offer training of the first type was included.

From 1943 to 1949 Houle's articles dealt with the five categories provided in 1941.

The 1943 article described the training of agricultural extension workers, an illustration of the third type of training. In 1944, he speculated on the possible first steps for the development of adult education which he expected pre-teacher-training institutions to take. The 1945 article presented a brief discussion of educational activities, type of training for the fourth sort, including adult education "as one aspect of a broader or related subject". In 1946, he reflected on the consequences of the end of the war and its implications for the development of adult education by agencies other than those which had been working during the conflict to meet the need for teachers of adults. The 1947 article was devoted to an exploration of the nature of twenty-nine of the courses offered the preceding summer. Forms of training teachers other than courses were examined in 1948. These forms, designated by the general name of conference included the institute, the work-conference, the workshop, and the group-control conference. The 1949 article is based on the premise that the field of adult education was still facing the problem of producing qualified and capable teachers in a quantity equal to the needs. Therefore Houle discussed the use of volunteer lay discussion leaders and his article is devoted to a "definition of the role of lay leaders and an analysis of the best kind of program for producing them".

Rosters only were published subsequently. The April issues of Adult Education Bulletin[1] and Adult Education Journal[2] carried the same list in 1950. The Spring issue of Adult Education[3] from 1951 to 1958 provided similar lists.

The Adult Education Bulletin roster included forty-three American and eleven Canadian institutions. Institutions not related to colleges or universities such as the National Training Laboratory in Group Development, and the Division of Adult Education of the Provincial Government of Nova Scotia are examples of the seven included. The Adult Education rosters did not state the boundaries of the universe of institutions they had canvassed. College and university educational activities were listed together with like activities conducted by institutions not related to higher learning institutions. Canadian institutions offerings were also found in these rosters.

Short Term Training Opportunities

Table 1 shows the number of courses and other educational activities offered by American and Canadian colleges and universities and by other institutions for the years 1941

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[1] Cyril O. Houle, "Opportunities for the Professional Study of Adult Education", Adult Education Bulletin, XIV, No. 4 (April, 1950), 113.

[2] "Opportunities for the Professional Study of Adult Education", Adult Education Journal, IX, No. 2 (April, 1950), 79-81.

[3] "Opportunities for the Professional Study of Adult Education", Adult Education, I to VII (Spring, 1951 to 1958).

TABLE 1

NUMBER OF AMERICAN AND CANADIAN INSTITUTIONS OFFERING GENERAL PROFESSIONAL TRAINING IN ADULT EDUCATION DURING SUMMER SESSIONS, 1941-58, AS IDENTIFIED IN *ADULT EDUCATION BULLETIN* AND IN *ADULT EDUCATION**

YEAR	Colleges and Universities		Other Institutions		Number of Courses*
	American	Canadian	American	Canadian	
1941	25				31
42	28				38
3	22				43
4	19				32
5	20				30
6	26				52
7	33		1		70
8	39				77
9	40				77
1950	42	5	1	6	145
51	37	4		1	121
2	22				44
3	15		4	1	41
4	17				44
5	19		1		33
6	29	1	3		68
7	22		1		50
8	19	1	3		33

*Included various kinds of educational activities.

Sources:

Adult Education Bulletin, V, No. 3 (April, 1941), 81-85. And subsequent volumes for ten years.

Adult Education, I, No. 4 (Spring, 1951), 149-151. And subsequent volumes for eight years.

through 1958 according to the listings in the Adult Education Bulletin and Adult Education. The table shows that training opportunities reached a peak in 1950 and declined thereafter through the following eight years. No apparent explanation has been given for the changes from year to year. Aside from the fact that the number of institutions with full-blown graduate programs may have set the minimum level, no other single factor is evident as exerting a controlling influence.

Table 2 is a complete listing of all 123 institutions which had provided one or more of the courses or summer educational activities tabulated in Table 1. This alphabetical listing of institutions is arranged by states using the state abbreviations adopted by the United States Post Office. The purpose of providing the listing by states is to indicate the geographical dispersion of the training opportunities. All told educational opportunities were provided in 45 states, Puerto Rico, and the District of Columbia.

In the 1948 handbook Hallenbeck examined the training opportunities offered to adult educators. He spoke of agencies providing comprehensive training and stated that only one or two "teacher's colleges and education departments in liberal arts colleges have so far attempted comprehensive training".[1] Neff contended that Hallenbeck might have overlooked various kinds of adult education training because his definition of

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[1] Wilbur C. Hallenbeck, "Training Adult Educators", Handbook of Adult Education in the United States, edited by Mary L. Ely (New York: Teachers College, Columbia University, 1948), 243-249.

TABLE 2

INSTITUTIONS OFFERING GENERAL PROFESSIONAL TRAINING IN ADULT EDUCATION DURING SUMMER SESSIONS 1941-58, AS IDENTIFIED IN ADULT EDUCATION BULLETIN AND IN ADULT EDUCATION, LISTED BY STATES

Names of Institutions Offering Programs (Alphabetically arranged by states and within states)		Years Summer Sessions in Adult Education were Offered																	
State	Institution	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
AL	University of Alabama					x				x		x	x						
	Alabama Polytechnic Institute									x									
	Tuskegee Institute							x											
AR	University of Arkansas																x		
CA	University of California, Berkeley	x					x	x				x				x	x	x	x
	University of California, L.A.	x	x				x	x	x	x	x	x	x						x
	University of California, Santa Barbara												x						
	Mills College, Oakland	x									x	x		x					
	Occidental College											x							
	University of Redlands											x		x					
	University of San Francisco										x							x	
	San Jose State College							x											
	University of Southern California				x	x	x	x	x	x	x	x	x						
	Whittier College											x					x		

TABLE 2 (continued)

State	Institution	Years Summer Sessions in Adult Education were Offered																	
		41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
CO	University of Colorado	x															x		
	Colorado Agricultural and Mechanical College																x	x	
	Colorado State College of Education, Greeley	x	x																
	Colorado State University																		x
	University of Denver														x	x	x		
CT	University of Connecticut										x				x			x	
	New Haven State Teachers College		x																
	Willimantic State Teachers College										x								
DC	The Catholic University of America																		x
	George Washington University	x			x		x	x	x	x	x	x	x		x	x	x	x	x
	Howard University											x							
FL	University of Florida											x							x
	Florida Agricultural and Mechanical University															x			
	Florida State University											x		x			x	x	x
	Miami University											x							

TABLE 2 (continued)

State	Institution	Years Summer Sessions in Adult Education were Offered																	
		41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
GA	University of Georgia	x				x		x	x	x									
HI	University of Hawaii									x									
ID	University of Idaho		x																
IL	Bradley University										x								
	University of Chicago	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x
	George Williams College	x	x																
	Illinois State Normal University									x									
	University of Illinois					x		x	x	x							x	x	
	Northwestern University					x		x					x						
	Roosevelt College						x	x	x										
IN	Ball State Teachers College, Muncie	x					x		x										
	Butler University									x									
	Indiana University								x	x	x	x		x	x	x	x	x	x
IA	Drake University								x						x				
	University of Iowa												x	x					
	Iowa State College	x	x	x	x	x	x	x	x	x	x					x		x	

TABLE 2 (continued)

State	Institution	Years Summer Sessions in Adult Education were Offered																	
		41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
IA	Iowa State Teachers College								x	x									
	State University of Iowa								x	x	x	x					x		
KS	University of Kansas				x		x												
KY	University of Kentucky								x	x	x	x							
LA	Louisiana State University				x				x		x	x							
ME	University of Maine										x						x	x	
MD	Johns Hopkins University		x																
	University of Maryland	x	x					x		x									
MA	Harvard University					x	x	x											
	Massachusetts Institute of Technology, NEA and Research Center for Group Dynamics							x											
	NEA and Research Center for Group Dynamics								x										
	Simmons College											x			x				
	State Teachers College, Hyannis			x	x														
MI	University of Michigan				x	x	x	x	x	x	x			x	x	x	x		x
	Michigan State College						x	x	x	x	x		x	x	x	x			

TABLE 2 (continued)

State	Institution	Years Summer Sessions in Adult Education were Offered 41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
MI	Michigan State Normal College, Ypsilanti			x															
	Michigan State University																x		x
	Western Michigan College of Educ.										x								
MS	Mississippi State College			x					x			x							
MO	University of Missouri										x	x					x	x	
	Northwest Missouri State Teachers College		x	x															
	Washington University, St. Louis		x	x	x			x	x	x	x			x				x	
	State Teachers College, Maryville					x													
MN	University of Minnesota			x	x	x	x	x	x	x	x	x	x			x		x	x
MT	Montana State University							x	x										
NB	University of Nebraska					x			x		x			x	x	x	x		
	University of Omaha	x	x	x			x			x		x		x					
NV	University of Nevada							x											
NH	University of New Hampshire									x									
NJ	Rutgers University	x											x			x			
NM	University of New Mexico		x				x	x	x	x	x		x		x				

TABLE 2 (continued)

State	Institution	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
		Years Summer Sessions in Adult Education are Offered																	
NY	University of Buffalo	x		x	x					x	x	x	x		x	x		x	x
	Columbia University	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	
	Cornell University		x				x	x	x	x	x	x			x	x	x	x	x
	Hunter College	x	x						x		x								
	New York University						x		x	x	x	x	x			x			
	Syracuse University	x								x	x	x	x				x		x
NC	North Carolina College									x									
OH	University of Akron			x							x								
	Bowling Green State University											x	x						
	Ohio State University	x		x	x	x	x	x	x	x	x	x	x	x	x		x	x	
	Western Reserve University														x				
	Wilberforce University						x	x	x			x							
	Wittenberg College		x	x															
OK	East Central State College, Ada	x	x																
	University of Oklahoma																x		
	Oklahoma Agricultural and Mechanical College	x	x	x	x		x	x	x										

TABLE 2 (continued)

State	Institution	Years Summer Sessions in Adult Education were Offered																	
		41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
OR	Lewis and Clark College												x						
	Oregon State College				x		x	x	x	x	x	x							
PA	Pennsylvania State College				x	x	x	x	x	x	x		x						
	Pennsylvania State Teachers College, Shippensburg	x	x	x															
	Pennsylvania State University																x	x	
	University of Pittsburgh			x	x					x	x	x			x	x	x		
	Temple University					x			x										
PR	University of Puerto Rico								x	x		x							
RI	Rhode Island College of Education		x	x							x								
SD	University of South Dakota	x	x																
TN	Fisk University							x	x										
	George Peabody College for Teachers								x										
	University of Tennessee									x									
TX	North Texas State Teachers Coll.			x															
	Prairie View Agricultural and Mechanical College																x	x	

TABLE 2 (continued)

State	Institution	Years Summer Sessions in Adult Education were Offered																	
		41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
TX	Sam Houston State Teachers College		x															–	
	University of Texas					x				x									
	Texas Christian University													x					
	Texas Technological College														x	x	x		
UT	University of Utah										x	x							
VT	University of Vermont					x	x												
VA	Hampton Institute								x	x									
	University of Virginia					x													
WA	University of Washington		x		x	x		x			x	x							x
	State College of Washington		x																
	Washington State College									x	x								
WV	West Virginia State College		x	x	x														
	West Virginia University		x				x	x											
WI	The Stout Institute								x	x	x		x			x			
	University of Wisconsin	x	x	x			x	x			x	x	x	x	x		x	x	x

TABLE 2 (continued)

State	Institution	Years Summer Sessions in Adult Education were Offered																	
		41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
WY	University of Wyoming	x		x						x	x	x	x				x		x
Totals		25	28	22	19	20	26	33	39	40	42	37	22	15	17	19	29	22	19

Sources:

Adult Education Bulletin, Vol. V, No. 3 (April 1941) pp. 81-85. And subsequent volumes for ten years.

Adult Education, Vol. I, No. 4 (Spring 1951) pp. 149-151. And subsequent volumes for eight years.

adult education programs limited his inquiry and restricted it to certain kinds of training. The basis of his identification of institutions is not stated in the article...

> The programs he examined apparently were not associated with linguistics departments and exhibited no special emphasis on literacy education. One might assume he had not looked at linguistics departments because of his definition of adult education.[1]

In contrast to the purposes of other surveyors whose reports are included in this review Hallenbeck had not intended to provide an audit of training opportunities. But since he has based his examination on the nature of training opportunities and has given at least the foregoing figure, it was evident that his opinion and definition, or absence of it, had to be reviewed.

On the other hand, the 1948 Handbook of Adult Education in the United States[2] also furnished a selected list of training programs for adult education teachers and leaders. It compiled the offerings of twenty-four institutions. The Institute of Adult Education was described as an exclusively research-oriented organization. Two institutions not linked to colleges or universities were listed: the Division of Adult Education Services of the National Education Association and the National Institute of Social Relations. The offerings were approximately sixty-six in number; a more accurate audit of the number of courses is impossible to establish. The list was provided to supplement the various articles in the handbook by presenting the most characteristic activities of each type of adult education. The definition of adult education used to identify the population was not stated explicitly.

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[1] Monroe Neff, "The State of the Art in Adult Basic Education Teacher Training", 11.

[2] Mary L. Ely (ed), Handbook of Adult Education in the United States (New York: Teachers College, Columbia University, 1948), 456-461.

Hendrickson and Spence - 1953 Survey

In 1953, in order to supplement the then available information on summer training opportunities, Hendrickson and Spence[1] conducted a survey on full-time programs among those institutions which were known at that time to offer summer courses, workshop or institutes. The population included major land-grant colleges and state universities, even those which were not known to have offered these professional opportunities in the preceding five years. Seventy-two institutions, constituting 75 per cent of his population, provided information on adult education offerings in the academic year of 1952-53. Fourteen were listed as providing both master's and doctor's degree programs while twenty-seven others were identified as providing some other form of adult education training.

Svenson - 1953 Survey

Svenson, in a comprehensive study of professional preparation for leaders in adult education found, in 1952-53, that twelve universities were offering advanced degree programs and fifty-three institutions offering some kind of professional study in the field.[1] The preceding figures were based on an 87 per cent return in the survey. The purposes of his study was to identify departments or schools of education in colleges or universities which provide opportunities for professional study in adult education and to analyze the study programs which lead to advanced degrees in the adult education field.

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[1] Andrew Hendrickson and John A. Spence,"Professional Training Programs in Adult Education", Adult Education, III, No. 6 (Summer, 1953), 191-192.

For the purposes of his study, Svenson defined adult education leaders as professional persons who devote their full time to adult education activities. Although no explicit definition of adult education activities was used in the study, such activity was seen as including adult education teaching, research, administration and counseling.

Svenson was able to trace the beginning of formal teacher training in adult education back to 1923 when the Detroit Teachers College offered a course with the title "Methods in Teaching Foreign Adults".

In conducting his survey Svenson restricted the population to institutions which had been accredited by their regional accrediting associations, offered graduate work, and had more than two graduate faculty members in education. He found it useful to divide the 56 institutions which were providing course work in adult education into four categories based on the extent of their offerings. Institutions in the first category offer one or two courses in adult education. Institutions in the second category had a limited but expanding adult education training program. Institutions in the third category do not offer a full program in adult education, but they allow doctoral dissertations to be written in this field. Institutions in the fourth category provide a full curriculum leading to the doctorate in adult education.

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[1] Elwin V. Svenson, "A Review of Professional Preparation Programs", Adult Education, VI, No. 3 (Spring, 1956), 162-166.

Svenson concluded from his data that 96 institutions had offered course work in adult education at one or more of their summer sessions. An interesting sidelight to his report is his observation that most of the professors of adult education were poorly informed concerning adult education training opportunities in institutions other than their own.

If Svenson's observations were correct, they indicate that the individuals who were engaged in teaching adult education courses tended to develop unique programs and did not share their approaches systematically. Accordingly they might be expected to feel somewhat alone in their efforts to develop the field and tend to lose their enthusiasm without collegial support from fellow professors concerned with the same field. At any rate the 96 graduate institutions did not all develop full degree programs in adult education for some reason or set of reasons.

Scates - 1963 Survey

In 1963, Scates examined "the growth of professional training for adult educators being offered in colleges and universities". She found that "over the eight-year period from

1952-53 to 1959-60 there had been no increase in the number of institutions offering degree programs for adult educators".[1] The basis of comparison was the Svenson study of 1953. The procedure used to identify additional institutions does not indicate that an exhaustive survey of all institutions of higher education in the United States was contemplated or executed.

Houle - 1964 Overview of Training

Houle, in 1964, reported on sixteen universities, one of them in Canada, offering master's and doctor's degree programs in 1961-62 in the field of adult education.[2] He traced the history of graduate adult education and pointed out that the pattern of the first three institutions to initiate degree programs had been the same in essence: "each moved directly into a major graduate program". But he asserted that had been quite unusual. Indeed the more customary way "of developing a graduate specialty in adult education, however, has been gradual growth out of an earlier offering of one or more courses". The pattern, then, of Columbia University, Ohio State University and The University of Chicago may have been well suited for these institutions at specific times. It seems, however, that a more gradual pattern of growth would be more likely to conform to the expectations of deans and other policy makers in institutions of higher education.

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[1] Wilson Thiede and James Draper, "Research and Investigations in Adult Education", Adult Education, XIV, No. 4 (Summer, 1964), p. 223.

[2] Cyril O. Houle, "The Emergence of Graduate Study in Adult Education", Adult Education: Outlines of an Emerging Field of University Study, edited by Gale Jensen, Alexander A. Liveright and Wilbur Hallenbeck (Chicago: Adult Education Association, 1964), 69-83.

Houle has reported that the first doctorates in adult education were conferred by Columbia University in 1935. Before the end of that year two other institutions, Ohio State University and The University of Chicago had formally launched their doctoral programs in this field.[1] Drawing upon his experience and data collected in over 25 years of studying training opportunities in the field, Houle observed in 1968 that at least twenty American universities had functioning doctoral programs in adult education and at least three others had had such a program at some time but appeared to have dropped it.

Canadian Association for Adult Education Surveys

From time to time since 1963, the Canadian Association for Adult Education has published lists of graduate programs in adult education available in Canada, the United States and abroad.[2] In 1968, the directory was accompanied by an historical study of Canadian programs.[3] The 1970 survey was limited to programs offered in Canada, and a study of these programs was also made. In the last two cases information was secured through questionnaires from a population of higher learning institutions.

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[1] Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March, 1968, 14-15.

[2] Canadian Association for Adult Education, "Graduate Programs in Adult Education", Continuous Learning, II, No. 3 (May-June, 1963), IV, No. 2 (March-April, 1965), V, No. 4 (July-August, 1966).

[3] Canadian Association for Adult Education, "A Directory of Graduate Programs in Adult Education", Continuous Learning, VII, No. 1 (January-February, 1968).

Boundaries of the population of the three earlier surveys were not provided. Tough developed the Canadian population of the 1968 study with the help of four unidentified adult education leaders.[1] Requests for data were sent to one or two faculty members in each university included in that population. Draper carried on the Canadian colleges and universities survey in 1970.[2] He sent reporting forms to several categories of persons within the same institutions: presidents, deans and heads of departments of education, staff teaching adult education or community development, directors of extension or continuing education. Deputy ministers of education were also queried.

Adult education was interpreted "as including agricultural extension, rural and urban leadership training, labour education, industrial training, cooperative education and community development".[3] Draper chose "to interpret as broadly as possible those courses or programs of study that relate to adult education, for instance, community education, anthropology of development, and extension education".[1]

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[1] Allan Tough, "Adult Education as a Field of Study in Canada", Continuous Learning, VII, No. 1 (January-February, 1968).

[2] James A. Draper and Fausto Yadao, Jr., "Adult Education as a Field of Study in Canada", Continuous Learning, IX, No. 2 (March-April, 1970).

[3] Canadian Association for Adult Education "Graduate Programs in Adult Education", Continuous Learning, II, No. 3 (May-June, 1963), IV, No. 2 (March-April, 1965), V, No. 4 (July-August, 1966).

The authors of this report believe that at times the Canadian Association for Adult Education obtained its list of graduate adult education programs from the chairman or other members of the Commission of the Professors of Adult Education. This Commission has only in recent years extended its membership to persons who were teaching adult education at the masters degree level, having been composed exclusively of faculty members from institutions having doctoral programs for most of the years it has existed. Accordingly, to use the Commission membership list as a full listing of degree programs in adult education at the graduate or undergraduate level would result in an underestimation of the actual population. Not only is it possible that the membership list of the Commission has been used to define the population of the graduate adult education programs in the United States, but also it is quite likely that this listing has been used for that purpose based upon the senior author's experience in responding to inquiries during his term as chairman of the Commission of the Professors. However, since the listing provided through the Commission is not identical to that published by the

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[1] James A. Draper and Fausto Yadao, Jr., "Adult Education as a Field of Study in Canada", Continuous Learning, IX, No. 2 (March-April, 1970).

Canadian Association, it seems indisputable that some other means was utilized by the CAAE in developing its listing.

Table 3 presents a yearly account of the number of institutions offering degree programs for adult educators as established by the Canadian Association for Adult Education and reported in Continuous Learning, its bi-monthly journal. As it is shown in that table, no undergraduate programs in adult education were reported. An apparent decline in the number of graduate programs was illustrated as the number went from thirty-one in 1963 to twenty-three in 1968. On the other hand an apparent increase in the number of institutions offering graduate programs is seen as the number passed from four to six in a period of seven years. In view of the likelihood that the Commission membership list was used to define the population, this table should be viewed as representing something less than the findings of an independent inquiry.

Since Svenson's report in 1956 then no comprehensive attempt to survey either the professional preparation programs for leaders, the graduate programs or the degree programs has been undertaken. However some efforts are worth mentioning: first, the continuing interest of the Commission of Professors of Adult Education (CPAE) of the Adult Education Association of the United States (AEA) in studying the offerings of its member institutions; second, since 1961, Houle's annual articles on doctorates conferred; third, Cortright's concern for

TABLE 3

NUMBER OF AMERICAN AND CANADIAN INSTITUTIONS OFFERING GRADUATE DEGREE PROGRAMS FOR PREPARING PROFESSIONAL ADULT EDUCATORS AS IDENTIFIED IN CONTINUOUS LEARNING

YEAR	CANADA			UNITED STATES		
	MASTER'S	DOCTOR'S	TOTAL	MASTER'S	DOCTOR'S	TOTAL
1963	4	2	4	17	16	31
1965	4	2	4	20	17	33
1966	4	2	4	21	17	21
1968	4	2	4	22	18	22

Sources:

Continuous Learning, Vol. II, No. 3 (1963), Vol. IV, No. 2 (1965), Vol. V, No. 4 (1966), Vol. VII, No. 1 (1968).

literacy education; and finally recent compilations by Neff and by the National Association for Public and Continuing Adult Education (NAPCAE).

Commission of the Professors of Adult Education Surveys

The Commission of the Professors of Adult Education surveyed the programs of institutions represented in its membership in 1967,[1] 1968[2] and 1970.[3] The second survey reported on twenty-six American member institutions and the last on twenty-eight institutions offering graduate programs in 1969-70. Although these surveys dealt with a number of variables, they did not include variables which would have allowed a broader analysis leading, for example, to the study of the trends with regard to the influencing forces. Such an investigation may be possible building upon the data presented in this study inasmuch as an independent assessment of the existence of such programs is a prerequisite for pursuing such an investigation.

The three surveys conducted by Ingham have provided the most complete description in existence of the nature of graduate study in adult education as carried out by institutions represented on the C.P.A.E.

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[1] Roy J. Ingham, "A Comparative Study of Graduate Programs in Adult Education", (Tallahassee: Florida State University, 1967). (Mimeographed).

[2] Roy J. Ingham and Husain Qazilbash, "A Survey of Graduate Programs in Adult Education in the United States and Canada", (Tallahassee: Florida State University, 1968). (Mimeographed).

[3] Roy J. Ingham, B. G. Munro and Romeo M. Massey, "A Survey of Graduate Programs in Adult Education in the United States and Canada", (Tallahassee: Florida State University, 1970). (Mimeographed).

Houle's Identification of Doctorates Conferred in Adult Education

From 1961 to 1967, in Adult Education,[1] the monthly journal of the AEA, in 1968 in Convergence, a journal published by the Ontario Institute for Studies in Education (OISE), and from 1968 to 1971 in Adult Leadership, the monthly magazine of AEA, Houle has prepared an annual inventory of persons who have received a doctorate in the preceding year.[1]

Each year, with the exception of 1964, 1965, 1967 and 1968 to 1971 he has analyzed and studied this group of people. In 1966 he presented a quantitative study of those who had secured their doctorates which was updated and published two years later in Convergence. He has tried to find out the characteristics of the holders of doctorates, the institutions where their degrees were conferred, and the occupations the recipients had at that time.

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[1] Cyril O. Houle, "The Doctorate in Adult Education", Adult Education, XI, No. 3 (Spring, 1961); XII, No. 3 (Spring, 1962); XII, No. 3 (Spring, 1963); XV, No. 3 (Spring, 1965).

Cyril O. Houle, "Doctorates in Adult Education Awarded in ...", Adult Education, XIV, No. 3 (Spring, 1964); XVII, No. 3 (Spring, 1967).

Cyril O. Houle, "The Doctorate in Adult Education: 1935-1965", Adult Education, XVI, No. 3 (Spring, 1966).

Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March, 1968), 13-26.

Cyril O. Houle and James C. Hall, "Doctorates in Adult Education Awarded in...", Adult Leadership, XVII, No. 10 (April, 1969); XVIII, No. 10 (April, 1970).

Cyril O. Houle and Gilles H. Cloutier, "Doctorates in Adult Education Awarded in 1970", Adult Leadership, XIX, No. 1 (May, 1971).

Table 4 shows the evolution of the number of institutions having granted the doctoral degree over the thirty-six year history of graduate education in this field.

TABLE 4

NUMBER OF AMERICAN UNIVERSITIES CONFERRING DOCTORATES IN ADULT EDUCATION BY YEAR AS IDENTIFIED BY HOULE*

Before	1961	28	In	1966	16
Before	1962	30	In	1967	15
In	1962	9	Before	1968	33[2]
In	1963	11	In	1969	15
In	1964	11	In	1969	19
Before	1966	30[1]	In	1970	18

[1] Fifteen maintaining in 1965 doctoral programs in adult education and fifteen having had such programs previously.

[2] Seventeen maintaining doctoral programs in adult education in 1967 and three having maintained them in the past.

*Sources:

Cyril O. Houle, "The Doctorate in Adult Education", Adult Education, XI, No. 3 (Spring, 1961); XII, No. 3 (Spring, 1962); XIII, No. 3 (Spring, 1963); XV, No. 3 (Spring, 1965).

Cyril O. Houle, "Doctorates in Adult Education Awarded in...", Adult Education, XV, 14, No. 3 (Spring, 1964); XVII, No. 3 (Spring, 1967).

Cyril O. Houle, "The Doctorate in Adult Education: 1935-1965", Adult Education, XVI, No. 3 (Spring, 1966).

Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March, 1968), 13-26.

Cyril O. Houle and James C. Hall, "Doctorates in Adult Education Awarded in...", Adult Leadership, XVII, No. 10 (April, 1969); XVIII, No. 10 (April, 1970).

Cyril O. Houle and Gilles H. Cloutier, "Doctorates in Adult Education Awarded in 1970", Adult Leadership, XIX, No. 1 (May, 1971).

The primary source of the information is the membership of the CPAE. Inasmuch as some institutions may maintain doctoral programs in adult education without being represented in the Commission, it is possible that a number of earned doctorates have been overlooked. Also, the parctice of inviting other persons who believe that their doctorates would qualify as adult education degrees to volunteer this information may not be effective in reaching all such individuals who may qualify because the announcement is made through journals which have limited readership outside of a fairly small circle of adult educators associated with the Adult Education Association of the U.S.A.

Six additional institutions have begun conferring doctoral degrees in adult education since 1968 according to Houle. Five of these institutions are in the United States and one is in Canada: Arizona State University (1968), North Carolina State University (1968), University of Georgia (1969), University of Utah (1969), University of North Carolina (1970), and University of British Columbia (1968).[1] With these institutions added, Houle's data show a total of 39 institutions which have awarded at least one doctorate in adult education, with 37 of these institutions in the United States. For the 10 year period 1961-1971 the number of institutions which conferred doctorates in adult education in North America increased from 28 to 39, an increase of 11 (39 per cent) according to listings prepared by Houle. Although some of these institutions have never had a full-fledged doctoral program, at least 25 have.

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[1] Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March, 1968), 13-26.

Table 5 shows the total number of doctorates which had been awarded through December 31, 1970, based on the responses of the graduates and of their professors. It should be noted that data are presented for a total of 883 persons. There appear to be at least 76 additional individuals who have received a doctorate but for whom the requisite data have not yet been collected. Houle explained the missing data as follows:

> The final response in the 1966 study was as follows: of the 556 persons queried 480 persons (86.3 percent) returned the completed questionnaires and were used as the basis for the figures. If deceased persons (1.1 percent) and those who said they did not meet the criteria (7.0 percent) were eliminated, the list included 511 people. Non-respondents made up 5.6 percent of the total. The 480 degree holders studied therefore represented 93.9 percent of all those who were thought at the end of 1965 to have any claim to a doctorate in adult education from an American university.[1]

If all persons who are believed to have earned a doctorate in adult education were included in the summary, the total would have been at least 959.

The most striking findings in Table 5 are the important contributions of two new entrants in the field, North Carolina State University which has granted 50 degrees in a period of

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[1] Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March, 1968), 16.

TABLE 5

NUMBER OF DOCTORATES CONFERRED IN ADULT EDUCATION BY INSTITUTION AS IDENTIFIED BY HOULE[1]

Year First Doctorate Conferred	Institution	Number of Degrees Conferred	Per cent
1954	*University of Wisconsin	182	20.6
1935	*Columbia University	74	8.4
1956	*Michigan State University	74	8.4
1940	*University of Chicago	73	8.3
1949	*Cornell University	69	7.8
1954	*Indiana University	65	7.4
1968	*North Carolina State University	50	5.7
1956	*Florida State University	45	5.1
1947	*University of California, Los Angeles	35	4.0
1950	*Ohio State University	35	4.0
1948	*University of California, Berkeley	32	3.6
1948	*University of Michigan	27	3.0
1957	**New York University	9	1.0
1963	*Boston University	22	2.5
1956	*University of Nebraska	18	2.0
1966	*University of Wyoming	12	1.4
1968	*Arizona State University	11	1.2
1959	*George Washington University	8	0.9
1967	*University of Toronto The Ontario Institute for Studies in Education	6	0.7
1958	*Syracuse University	6	0.7
1969	*University of Georgia	5	0.6

TABLE 5 - Continued

Year First Doctorate Conferred	Institution	Number of Degrees Conferred	Per cent
1952	State University of New York, Buffalo	3	0.3
1956	University of Denver	2	0.2
1954	**University of Iowa (Iowa City)	2	0.2
1949	Stanford University	2	0.2
1956	**Texas Technological College	2	0.2
1968	University of British Columbia	2	0.2
1958	Harvard University	1	0.1
1948	University of Illinois	1	0.1
1958	*Iowa State University (Ames)	1	0.1
1956	University of Kansas	1	0.1
1948	*University of Missouri	1	0.1
1953	Northwestern University	1	0.1
1942	University of Pittsburgh	1	0.1
1955	University of Tennessee	1	0.1
1959	University of Texas	1	0.1
1967	Yeshiva University	1	0.1
1969	*University of North Carolina	1	0.1
1970	*University of Utah	1	0.1
		883	100.1

*Now maintaining doctoral program in adult education.
**Formerly maintained doctoral program in adult education.

[1] Sources: Convergence (1968); Adult Leaderhship (1969, 1970, 1971).

three years, a rate of production which, if maintained, will soon move that institution into the position of being the producer of the largest percentage of adult education doctorates of all institutions on the North American continent and for that matter for the world. Arizona State University, which also granted its first adult education doctorate has conferred 11 through 1970 and now has the distinction of having produced more doctorates than 19 institutions who have been offering doctoral programs in this field for a longer period than has Arizona State.

Alternate Approaches

Not all those who have examined degree training opportunities for adult educators have dealt only with broadly based programs. A notable exception is the work of Cortright who focused on the training of individuals to work exclusively in the area of adult literacy.

Cortright's Report - 1965

In an article on professional preparation in literacy education, Cortright stated that "in order to train educational specialists for literacy education programs, professional leadership has been provided by at least seventeen educational institutions".[1] He described the graduate programs of literacy journalism developed in 1952 at Syracuse University, and the undergraduate curriculum in literacy studies developed in 1957 at Baylor University. He listed fourteen educational institutions in addition to Baylor University which have offered courses and institutes in literacy education, and one in bilingualism and literacy. He identified the first graduate curriculum in literacy education as having been instituted in 1963 by the American University. Because literacy education has not traditionally been regarded by the Commission of the Professors of Adult Education as a synonym for adult education, surveys conducted by or on behalf of the Commission have consistently overlooked this area of adult education. Until this fact was pointed out by Neff it had gone unnoticed by the majority of those who have attempted to describe and survey adult education degree programs. Even those who had sought to identify adult education training opportunities from the perspective of the public schools tended to rely too heavily upon the Commission for their information.

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[1] Richard N. Cortright, "Professional Preparation in Literacy Education", Journal of Teacher Education, XVI, No. 3 (September, 1965), 290-293.

NAPSAE Listing

In the 1969 report of its Professional Development Committee, NAPSAE, known then as the National Association for Public School Adult Education mentioned, without giving the dimensions of its inquiry, that "master's, specialist's, and doctor's degrees are available at about thirty institutions of higher education throughout the United States".[1] It is believed that this listing was secured from the chairman or other officer of the Commission of the Professors of Adult Education. Accordingly the public school adult educators were accepting the definition of the field used by the Commission in determining the qualifications of candidates for membership rather than seeking to identify an operational definition of adult education training that might have been closer to their perceptions of their need for professional improvement.

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[1] National Association for Public School Adult Education, "Report of the Professional Development Committee" (Washington, D.C.: The Association, December, 1969). (Mimeographed).

Comparisons of Survey Findings

Neff,[1] reviewed the literature of university and college programs for professional development offered to adult educators under the three categories of adult education in general, literacy and adult basic education. To this review, he added a tabulation of the short term adult basic education training provided by both the Ford Foundation in 1965 and the United States Office of Education since 1966. He contributes a significant dimension to the study of the availability of training by providing a listing of the training opportunities which are known to the State Directors of Adult Education. He sums up by mentioning the survey undertaken by the National Council of State Directors of Adult Education which reported eighty institutions offering "credit courses" in adult basic education in 1969.

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[1] Monroe Neff, "The State of the Art in Adult Basic Education Teacher Training", Adult Basic Education: The State of the Art edited by William S. Griffith and Ann P. Hayes. (Washington, D.C.: U.S. Government Printing Office, 1970), 10-23.

Table 6 is a summary listing of all 191 institutions of higher education which have offered some kind of training for adult educators in the United States as identified by the Adult Education Bulletin from 1941 to 1950 and Adult Education from 1951 to 1958, by Svenson in 1952-53, Houle in 1964, Cortright in 1965, by the Canadian Association for Adult Education, and the Commission of Professors of Adult Education at various times, by Neff in 1969-70 and by Houle from 1964 to 1971. The Neff column on Table 6 refers only to those institutions which were compiled by Neff and does not include those which have been identified by other surveyors but which were not reported to him by the state directors of adult education. Evidently even though training needs are often identified by state directors of adult education, at the present time there seems to be inadequate communication between those institutions which appear to have the resources to conduct such training and the state officials who are in the best position to direct practicing or potential adult educators to appropriate training programs. Both the professors and the state directors might benefit from reviewing the adequacy of present channels of communication.

Two striking features may be noted in Table 6. First, only a very small fraction of the total number of institutions listed were known to all the surveyors. Both Indiana and Syracuse Universities offered adult education programs and placed special emphasis on literacy education and because of this they were the only institutions listed in all eight references.

TABLE 6

INSTITUTIONS OFFERING GENERAL PROFESSIONAL TRAINING IN ADULT EDUCATION AS IDENTIFIED BY VARIOUS SOURCES, LISTED BY STATES

Name of Institition Offering Programs by States State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
AL	University of Alabama	X	X						
	Alabama Polytechnic Institute	X							
	Auburn University						X	X	
	Tuskegee Institute	X						X	
AZ	University of Arizona					X			
	Arizona State University						X	X	X
AR	University of Arkansas	X							
CA	California Western University (U.S. International University)				X				
	University of California, Berkeley	X	X	X		X	X	X	X
	University of California, College of Agriculture, Davis					X			
	University of California, Los Angeles	X	X	X		X	X	X	X
	University of California, Santa Barbara	X							
	Mills College, Oakland	X							
	Occidental College	X							

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
CA	Palomar College				X				
	University of Redlands	X							
	Sacramento State College		X						
	University of San Francisco	X	X						
	San Francisco State College		X		X				
	San Jose State College	X							
	University of Southern California	X	X						
	Stanford University		X	X					X
	Whittier College	X							
CO	University of Colorado	X						X	
	Colorado Agricultural and Mech. College	X							
	Colorado State College of Education, Greeley	X							
	Colorado State University	X				X	X		
	University of Denver	X	X	X	X				X
CT	University of Connecticut	X						X	
	Hartford Seminary Foundation				X				
	New Haven State Teachers College	X							

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
CT	Willimantic State Teachers College	X							
	Yale University		X					X	
DC	The American University				X			X	
	The Catholic University of America	X							
	District of Columbia Teachers College							X	
	Federal City College							X	
	George Washington University	X	X	X		X	X	X	X
	Georgetown University				X				
	Howard University	X							
DE	University of Delaware							X	
FL	Carver School of Missions & Social Work				X				
	University of Florida, Gainesville	X				X			
	Florida Agricultural and Mechanical U.	X	X						
	Florida State University	X	X	X		X	X	X	X
	Miami University	X							
	University of South Florida						X		
GA	University of Georgia	X				X	X	X	X
	West Georgia College							X	

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
HI	University of Hawaii	X						X	
ID	University of Idaho	X							
IL	Bradley University	X							
	University of Chicago	X	X	X		X	X	X	X
	George Williams College	X	X						
	Illinois State Normal University	X							
	Illinois State University							X	
	University of Illinois	X		X				X	X
	Northern Illinois University							X	
	Northwestern University	X		X					X
	Roosevelt College	X							
	Southern Illinois University							X	
IN	Ball State Teachers College, Muncie	X							
	Ball State University						X	X	
	Butler University	X							
	Indiana Central College				X				
	Indiana University	X	X	X	X	X	X	X	X
	Purdue University					X			

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
IA	Drake University	X							
	University of Iowa	X		X				X	X
	Iowa State College (University)	X		X			X	X	X
	Iowa State Teachers College	X							
	State University of Iowa	X	X						
KS	University of Kansas	X	X	X				X	X
	Kansas State University					X		X	
	Kansas State Teachers College, Emporia							X	
KY	Asbury College				X				
	University of Kentucky, Lexington	X				X			
LA	Louisiana State University	X				X			
MA	Boston University			X		X	X	X	X
	Harvard University	X	X	X					X
	Massachusetts Institute of Technology, NEA and Research Center for Group Dynamics	X							
	NEA and Research Center for Group Dynamics	X							
	Simmons College	X							
	State Teachers College, Hyannis	X							

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
MA	Tufts College		X						
MD	Johns Hopkins University	X							
	University of Maryland	X	X			X	X	X	
ME	University of Maine	X						X	
MI	University of Michigan	X	X	X		X	X	X	X
	Michigan State College (University)	X	X	X		X	X	X	X
	Michigan State Normal College, Ypsilanti	X							
	Wayne State University		X					X	
	Western Michigan College of Education	X							
MN	University of Minnesota	X	X					X	
MO	University of Missouri, Columbia	X	X	X		X	X	X	X
	University of Missouri, Kansas City		X					X	
	University of Missouri, St. Louis							X	
	Northwest Missouri State Teaches College	X							
	Washington University, St. Louis	X							
	State Teachers College, Maryville	X							
MS	Mississippi State College (University)	X				X	X	X	
	Rust College							X	

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
MT	Montana State University	X							
NB	University of Nebraska, Lincoln	X		X		X.	X	X	X
	University of Nebraska, Omaha							X	
	University of Omaha	X							
	Municipal University of Omaha		X						
NH	University of New Hampshire	X						X	
NJ	Montclair State College							X	
	Rutgers University	X				X		X	
NM	Eastern New Mexico University							X	
	University of New Mexico	X	X					X	
	New Mexico State University					X			
	New Mexico Western College		X						
NV	University of Nevada	X							
NY	City College of New York (Cuny City Col)		X					X	
	Columbia University	X	X	X		X	X	X	X
	Cornell University (Suny, Cornell)	X	X	X		X	X	X	X
	Hunter College (Cuny, Hunter College)	X	X						
	New York University	X	X	X		X			X

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
NY	State University of New York, Albany							X	
	University of Buffalo (Suny at Buffalo)	X	X	X			X	X	X
	Syracuse University	X	X	X	X	X	X	X	X
	Yeshiva University		X						X
NC	North Carolina College (NC Central Univ)	X							
	North Carolina State College (University)		X				X	X	X
	University of North Carolina						X	X	X
	Winston Salem State College (University)							X	
ND	University of North Dakota							X	
OH	University of Akron	X						X	
	Bowling Green State University	X							
	Kent State University							X	
	Ohio State University	X	X	X		X	X	X	X
	Western Reserve University	X	X						
	Wilberforce University	X							
	Wittenberg College	X							
OK	East Central State College, Ada	X							
	University of Oklahoma	X						X	

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
OK	Oklahoma Agricultural and Mech. College	X							
	Oklahoma State University					X		X	
PR	Lewis and Clark College	X							
	Oregon College of Education							X	
	Oregon State College (University)	X	X					X	
	Portland State College							X	
	University of Oregon							X	
PA	Marywood College							X	
	Pennsylvania State College (University)	X	X	X		X		X	
	Pennsylvania State Teachers College, Shippensburg	X							
	University of Pittsburg	X	X	X					X
	Upland College (Messiah College)				X				
	Temple University	X						X	
RI	Rhode Island College of Education	X							
	University of Rhode Island							X	
SC	University of South Carolina						X	X	
SD	University of South Dakota	X							
	South Dakota State College (University)							X	

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
TN	Fisk University	X							
	George Peabody College for Teachers	X	X						
	Memphis State University				X			X	
	University of Tennessee	X		X				X	X
TX	Baylor University				X				
	North Texas State Teachers College	X							
	Prairie View Agricultural and Mechanical College	X							
	Sam Houston State Teachers College	X							
	Southern Methodist University				X				
	Southwestern Baptist Theological Sem.				X				
	University of Texas	X	X	X				X	X
	Texas Christian University	X	X						
	Texas Technological College	X	X	X					X
UT	Brigham Young University					X	X	X	
	University of Utah	X						X	X
	Utah State University							X	
VA	Hampton Institute	X							
	University of Virginia	X	X		X				

TABLE 6 (continued)

State	Institution	AEB AE*	SVENSON	HOULE 64	CORT-RIGHT	CAAE	CPAE	NEFF	HOULE 71
VA	Virginia Polytechnic Institute						X		
VT	University of Vermont	X				X			
WA	Central Washington State College							X	
	University of Washington	X	X					X	
	Seattle University							X	
	State College of Washington	X	X						
	Washington State College	X						X	
	Western Washington State College							X	
WI	The Stout Institute (Stout State Univ.)	X							
	University of Wisconsin, Madison	X	X	X		X	X		X
	University of Wisconsin, Milwaukee						X		
WV	West Virginia State College	X							
	West Virginia University	X							
WY	University of Wyoming	X	X			X	X	X	X
Pr	University of Puerto Rico	X							
. . . . .	University of Puerto Rico, Mayaguez							X	
	University of Puerto Rico, Rio Piedras							X	
	Totals (191)	121	53	31	18	35	33	87	37

*Adult Education Bulletin and Adult Education

Sources:

Adult Education Bulletin, Vol. V, No. 3 (April 1941) pp. 81-85. And subsequent volumes for ten years.

Adult Education, Vol. I, No. 4 (Spring 1951) pp. 149-151. And subsequent volumes for eight years.

Elwin V. Svenson, "A Review of Professional Preparation Programs," *Adult Education*, Vol. VI, No. 3 (Spring 1956), pp. 162-166.

Cyril O. Houle, "The Emergence of Graduate Study in Adult Education," *Adult Education: Outlines of an Emerging Field of University Study*, edited by Gale Jensen, Alexander A. Liveright and Wilbur Hallenbeck (Chicago: Adult Education Association, 1964) pp. 69-83.

Richard N. Cortright, "Professional Preparation in Literacy Education," *Journal of Teacher Education* (September, 1965), pp. 290-293.

Canadian Association for Adult Education, *Continuous Learning* (1963, 1965, 1966, 1968, 1970).

Roy J. Ingham, "Survey of Graduate Programs in Adult Education in the United States and Canada" (Tallahssee: Florida State University, 1968, 1970).

Monroe Neff, "The State of the Art in Adult Basic Education Teacher Training," in *Adult Basic Education: The State of the Art*, edited by William S. Griffith (Washington: U.S. Government Printing Office, 1970).

Cyril O. Houle, *Convergence* (1968); *Adult Leadership* (1969, 1970, 1971).

Second, the Neff column, which indicates the training opportunities in adult education known to state level adult education officials, indicates that although many institutions had exhibited a willingness and a capacity to conduct adult education training, only a few of them were perceived by state directors of adult education as institutions where adult basic education staff could get training. It should be remembered, however, that only a few of the graduate programs have placed major emphasis on adult basic education. Since the state officials are primarily responsible for adult education work in this area, it is not surprising that they may not have considered some of these broadly based programs as offering specific training to individuals exclusively engaged in adult basic education.

Table 7 is a summary of training opportunities as identified by various reports. It may be noted here that the Spence survey in 1952-53 was the first one to establish criteria for identifying a population of institutions of higher education independent of any known organization of adult educators. His criteria have already been discussed. The major assumptions of the present study which differ from those of Spence are that degree programs in adult education may be offered at the undergraduate level and that other academic units may offer degree training programs in adult education in addition to and entirely independent of departments, schools and colleges of education.

TABLE 7

NUMBER OF INSTITUTIONS OF HIGHER EDUCATION OFFERING UNDERGRADUATE AND GRADUATE TRAINING FOR ADULT EDUCATORS AS IDENTIFIED BY VARIOUS SOURCES

Identifying Source		Training Opportunities				
		Courses	Curricula			
			Undergraduate	Graduate		
				Master's	Doctor's	Total
Fansler	1936	49	1	1	1	1
Houle	1949	77	--	--	--	--
Spence[1]	1952-1953	27	NA[2]	14	14	14
Svenson	1952-1953	53[3]	NA	*	*	12
Houle	1961-1962	NA	NA	*	*	15
Scates	1963	NA	NA	*	*	12
Cortright	1965	15	1	*	*	2
Houle	1968	NA	NA	NA	19	NA
CAAE[4]	1968	NA	NA	22	18	22
Ingham	1968	NA	NA	25	21	25
Ingham	1970	NA	NA	28	23	28
NCSD[5]	1969-1970	80	NA	NA	NA	NA
NAPSAE[6]	1969	NA	NA	*	*	30

* Break-down not provided
1. First systematic survey according to Verner
2. NA is an abbreviation for not applicable
3. Includes degree curricula
4. Canadian Association for Adult Education
5. National Council of State Directors of Adult Education
6. National Association for Public School Adult Education

The institutions which have been identified by six authors in their reports as having conferred one or more graduate degrees in adult education are listed alphabetically within an alphabetical roster of states in Table 8. The listing made by the Canadian Association for Adult Education is included in this table because it is clear that the source of that data could not have been the membership roster of the Commission of the Professors of Adult Education. A comparison of these two columns reveals that some institutions were listed by the CAAE which were not listed by the CPAE; some were listed by the CPAE which were not listed by the CAAE; and for the majority of cases each institution was listed by both groups. The directory of training opportunities published annually in the almanac of the National Association for Public Continuing and Adult Education was not listed because it is not believed to be an independent source.

It may be noted that Cortright listed only three institutions as offering [graduate] degree programs for training adult educators who would be working in the field of literacy education. Evidently, as recently as 1965, individuals such as Cortright who were well informed on the training situation nationwide, were of the opinion that the existing graduate programs for the training of adult educators did not offer suitable learning experiences for individuals engaged in or preparing for a career in literacy education. He identified American University, Syracuse University, and Baylor University and only the second of these also was listed by other surveyors

TABLE 8

INSTITUTIONS OFFERING DEGREE PROGRAMS FOR TRAINING ADULT EDUCATORS LISTED BY STATES AS IDENTIFIED BY VARIOUS SOURCES

Institutions and Location		Identifying Source[1]					
State	Institution	Svenson	Houle 1964	Cortright	CAAE	CPAE	Houle 1971
AL	Auburn University					X	
AZ	University of Arizona				X		
	Arizona State University					X	X
CA	University of California, Berkeley		X		X	X	X
	University of California, College of Agriculture, Davis				X		
	University of California, Los Angeles	X	X		X	X	X
	Stanford University		X				X
CO	Colorado State University				X	X	
	University of Denver		X				X
DC	American University			X			
	George Washington University	X	X		X	X	X
FL	University of Florida, Gainesville				X		
	Florida State University		X		X	X	X
	University of South Florida					X	
GA	University of Georgia				X	X	X

TABLE 8 (continued)

State	Institution	Svenson	Houle 1964	Cortright	CAAE	CPAE	Houle 1971
IL	University of Chicago	X	X		X	X	X
	University of Illinois		X				X
	Northwestern University		X				X
IN	Ball State University					X	
	Indiana University	X	X		X	X	X
	Purdue University				X		
IA	University of Iowa	X	X				X
	Iowa State University		X			X	X
	Kansas State University				X		
KY	University of Kentucky, Lexington				X		
LA	Louisiana State University				X		
MD	University of Maryland	X			X	X	
MA	Boston University		X		X	X	X
	Harvard University		X				X
MI	University of Michigan	X	X		X	X	X
	Michigan State University		X		X	X	X
MS	Mississippi State University				X	X	
MO	University of Missouri, Columbia		X		X	X	X
NB	University of Nebraska, Lincoln		X		X	X	X

TABLE 8 (continued)

State	Institution	Svenson	Houle 1964	Cortright	CAAE	CPAE	Houle 1971
NJ	Rutgers University, New Brunswick				X		
NM	New Mexico State University				X		
NY	Cornell University	X	X		X	X	X
	New York University	X	X		X		X
	State University of New York, Buffalo		X			X	X
	Syracuse University		X	X	X	X	X
	Teachers College, Columbia University	X	X		X	X	X
	Yeshiva University						X
NC	University of North Carolina, Chapel Hill					X	X
	North Carolina State University, Raleigh					X	X
OH	Ohio State University	X	X		X	X	X
OK	Oklahoma State University				X		
PA	Pennsylvania State University		X		X		
	University of Pittsburgh		X				X
SC	University of South Carolina					X	
TN	University of Tennessee		X				X
TX	Baylor University			X			
	University of Texas		X				X

TABLE 8 (continued)

State	Institution	Svenson	Houle 1964	Cortright	CAAE	CPAE	Houle 1971
TX	Texas Technological University		X				X
UT	Brigham Young University				X	X	
	University of Utah						X
VT	University of Vermont				X		
VA	Virginia Polytechnic Institute					X	
WI	University of Wisconsin, Madison	X	X		X	X	X
	University of Wisconsin, Milwaukee					X	
WY	University of Wyoming				X	X	X
	Total (61)	12	31	3	35	33	37

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[1] The CAAE and the CPAE columns represent a combination of the several reports prepared by these associations.

Sources:

Elwin V. Swenson, "A Review of Professional Preparation Programs," Adult Education, Vol. VI, No. 3 (Spring 1956), 162-166.

Cyril O. Houle, "The Emergence of Graduate Study in Adult Education," Adult Education: Outlines of an Emerging Field of University Study, edited by Gale Jensen, Alexander A. Liveright and Wilbur Hallenbeck (Chicago: Adult Education Association, 1964), 69-83.

Richard N. Cortright, "Professional Preparation in Literacy Education," Journal of Teacher Education, (September 196), 290-293.

Canadian Association for Adult Education, Continuous Learning (1963, 1965, 1966, 1968, 1970).

Roy J. Ingham, "Survey of Graduate Programs in Adult Education in the United States and Canada" (Tallahassee: Florida State University, 1968, 1970).

Cyril O. Houle, Convergence (1968); Adult Leadership (1969, 1970, 1971).

as offering a graduate degree program in adult education. At this university the two programs of literacy education training and adult education training continue to be separate entities.

Conclusion

A number of surveys of adult education training opportunities have been reported in the literature. Each study used its own definition of the term, its own definition of the training activity of interest, and its own definition of the population of institutions to be surveyed. Because of these differences in definitions used, the resulting surveys have produced findings which are not fully comparable nor additive.

Graduate programs which have used the words "adult education" in their formal titles have probably been adequately surveyed, at least at the doctoral level. Less is known about programs leading to the master's degree and almost nothing has been found in the literature which deals with undergraduate and special degree programs.

With the rapid proliferation of career opportunities in adult education, it seems imperative that increased attention be given to undergraduate level training, to the geographic distribution of degree training opportunities, and to the many less obvious ways in which adult education training has been offered under other names and under the sponsorship of academic units in addition to those specifically designated as education. Such information is essential to the improvement of training opportunities, to the efficient utilization of the existing opportunities and to the systematic expansion of such training opportunities to serve the growing needs.

The procedures used in identifying the population and the sample for this study and the process of development of the questionnaires are described in Chapter III. Subsequent chapters deal with the presentation of the findings, their interpretations and implications for the field.

CHAPTER III

SURVEY DESIGN AND IDENTIFICATION OF THE POPULATION AND SAMPLE

The examination of the number and kinds of training programs for the preparation of adult educators entails the formulation of an operational definition of adult education, a decision regarding the kinds of training to be included, and the development of a procedure for identifying both the institutions which would be eligible to provide such training and those which in fact do conduct such programs. In this chapter these processes are discussed and the population and sample are identified.

Definitions

The first decision regarding the nature of the universe to be surveyed was that of restricting the educational programs to be studied to those which led to a baccalaureate or higher degree. Although short-term training programs had been the subject of some of the earlier listings, the authors felt that their attention could most effectively be directed to degree programs and hence no effort was made to collect data on the short-term training experiences even though it must be acknowledged that such training efforts have a contribution to make in terms of in-service training for practicing adult educators. Also it was recognized that isolated courses dealing with adult education may be offered in institutions which do not maintain full adult education degree programs. Nevertheless, to hold the study to a manageable size and to insure that appropriate emphasis would be given to the fully developed programs, only degree programs were included in the survey.

Previous surveys had indicated that some adult education training programs were conducted under other names and under auspices other than the various education components of higher education institutions. Clearly the use of the term "adult education" without an accompanying definition would lead to a confusion in the minds of the respondents and to the possible reporting of invalid data. Nevertheless the term adult education was chosen because it seemed to the authors to embrace more of the full range of educational activities for adults than any other term. This term had gained sufficient recognition and acceptance of a core of professional persons engaged in teaching, research and administration in this area of activity.

The initial population to be surveyed might have followed the precedent of including both institutions in the United States and in Canada, as had been done by several other investigators. However, since the Canadian situation was already the topic of investigation of adult education researchers at the Ontario Institute for Studies in Education and at the University of British Columbia, it was decided to restrict this survey to institutions of higher education in the United States.

The study was intended to survey all American universities and four year colleges to identify all degree programs for training adult educators. A screening questionnaire was felt to be essential for an initial mailing to identify the institutions which would subsequently be sent a detailed questionnaire.

In developing the screening questionnaire it was found necessary to formulate three operational definitions to use in distinguishing institutions conducting adult education programs from those which did not offer degree programs in this area. The definitions considered to be essential were those for three terms: degree programs, adult education, and degree programs for training adult educators.

It was essential to define "Degree Program" to reduce the possible confusion which might have arisen from the numerous activities conducted under the auspices of institutions of higher education, to elicit the different areas of adult education study often designated by a single title, and to encompass other somewhat marginal curricula leading to special certificates which may not commonly be regarded as degrees. Accordingly the following definition was provided:

> The term "Degree Program" means any sequence of systematic learning experiences sanctioned by a college or a university by an academic title. Different sequences leading to the same degree are to be considered in this survey as one program. The criterion therefore is the nature of the credential which is conferred upon the successful completion of the program. Other curricula such as those terminating by a Certificate of Advanced Study or a Diploma are considered as "Degree".

The provision of an operational definition of the term "Adult Education" seemed imperative. To begin with, it was essential that ways be proposed of discriminating programs offered to an adult clientele from programs intended to train those professionals, specialists and volunteers working or planning to work in adult education. The term adult education seemed to have had sufficient recognition so that it could be used generically. On the other hand, an operative definition was imperative in order to alert respondents to the possibility of their institutions conducting such programs under different names or under the auspices of academic bodies not usually thought of as sponsoring them. The following definition was provided:

> The term "Adult Education" designates the field of endeavor in which professionals, specialists and volunteers attempt to train adults and to assist them in keeping up with their personal, job, and community needs. These educative activities are carried in an ever-growing multitude of institutional and non-institutional forms: in government and business, public school, university extension divisions, community colleges, voluntary organizations, labor unions and churches, health and welfare agencies. Persons holding many different titles have the responsibility of developing and conducting programs of education in these institutions.

Finally, the term "Degree Programs for Training Adult Educators" was defined by bringing together the various elements of the two foregoing terms and was further specified by providing examples of possible academic bodies offering those programs as well as typical titles used to designate them.

The following formulation was advanced:

> The term "Degree Programs for Training Adult Educators" indicates any college or university curriculum, designated by the term "Adult Education" or an equivalent term. These curricula can be offered by many different academic bodies of an institution: by the College of Education, the College of Agriculture or any Department. It provides learning experiences to administrators, counselors, researchers, and teachers now working or preparing to work with adults. Phrases frequently used in the titles to designate these curricula are "Adult Education", "Extension Education", "Community Development", and "Extension Administration".

Revision of the Definitions

As has been pointed out, the study was intended to survey all American universities and four year colleges which conferred the baccalaureate or higher degrees to identify all degree programs for training adult educators. Presidents of these institutions were chosen as addressees of first instance. A brief screening questionnaire distributed by mail was considered to be the only practical way of conducting the initial survey. However, a set of definitions of key terms was essential so that those who received the initial questionnaire would be able to give valid responses.

Two questionnaire reporting forms were developed sequentially: a two item screening questionnaire and a detailed 18-page follow up questionnaire (see Appendix A). The detailed questionnaire was modified as a result of information gathered about the respondents' interpretation of the definitions used in the screening questionnaire.

A few respondents to the first questionnaire questioned the definitions or asked the researchers to decide in their cases if the programs they presented fell within the definitions advanced. Obviously some respondents failed to read the definitions provided before sending back an erroneous affirmative reply. Consequently it was found that a number of institutions claimed that they had degree programs for the training of adult educators when, in fact, they were presenting a variety of degree programs for adults. Therefore, definitions were again provided and the terms Adult Educators, Degree Programs for Training Adult Educators, Program and Curriculum were presented with a conscious effort to reduce sources of errors. A definition of the term adult educators was put forth in order to allow more possibilities of identifying programs designed to serve them in academic units outside the College of Education where they are typically offered. In the screening questionnaire the respondents had evidently misinterpreted the definition of the term adult education. Definitions of the terms "program" and "curriculum" were provided because it was necessary for the respondents to interpret these terms consistently in responding to the questionnaire:

> The term "Adult Educators" designates the professionals, specialists and lay leaders who attempt to train adults and to assist them in keeping up with their personal, job, and community needs. They work in an ever-growing multitude of institutional forms, i.e.: in government and business, public schools, university extension divisions, community colleges, voluntary organizations, labor unions and churches, health and welfare agencies. They usually hold the title of administrators, counselors, researchers or teachers and they have the responsibility of developing and conducting programs of education in these institutions.

> The term "Degree Programs for Training Adult Educators" means any college or university sequence of systematic learning experiences (a) sanctioned by a college or a university by an academic title and (b) designated by the term "Adult Education" or an equivalent term or any sequence such as those terminated by a Certificate of Advanced Studies or a Diploma.
>
> These programs can be offered by many different academic bodies of an institution: by the College of Education, the College of Agriculture or any Department. Phrases frequently used in titles to designate these programs are "Adult Education", "Community Development", "Extension Education", and "Extension Administration".
>
> In this survey, the term "Program" is employed to convey the meaning of one sequence of learning experiences; on the other hand, the term "Curriculum" is used to designate a sequence leading to a specific degree. Different sequences leading to the same degree are to be considered as the same curriculum.
>
> Thus, for example, an institution offering training opportunities for adult educators in Community Development and in Cooperative Extension will be said to have two programs in Adult Education. If this institution, in each of these programs offers learning experiences at each of the three traditional academic levels, it will be said to have a B.A., and a M.A., and a Ph.D. curriculum in Community Development as well as in Cooperative Extension.

Identification of the Population

All institutions of higher education were to be surveyed because one of the purposes of the study was to identify institutions which offered degree programs in adult education but which did not have representatives in the major organizations of adult educators in the United States. All academic units within the institutions were eligible for inclusion if they professed that they were conducting "Degree Programs for Training Adult Educators". Although previous surveys had attempted to identify all graduate or all short term training programs for adult educators, no report was found in the literature of any systematic effort to identify the population of institutions conducting undergraduate degree programs.

A list of two thousand one hundred and twenty-three (2,123) higher education institutions was obtained in September, 1970 from the National Center for Educational Statistics. This list was not supposed to include two-year colleges. Since this selective list was established out of the information accumulated by the Office of Education for its administrative uses, the list included entries for central offices of university state systems or multi-campuses private and public institutions. One hundred and eighty-six (186) of these entries were discarded without however excluding any degree granting institution. Hence the universe to be surveyed encompassed on one thousand nine hundred and thirty-seven (1937) four-year colleges and universities. The Education Directory 1970-71 published in 1971 listed two thousand five hundred and seventy-three (2,573), of which eight hundred and ninety-seven (897) were listed as two year colleges, making a comparable figure of one thousand six hundred and seventy-six (1,676). The discrepancy between 1937 and 1676 was evidently the result of the investigators' inability to screen all two-year institutions.

Development of the Questionnaires

Two questionnaire reporting forms were devised. The first was designed with the intent of canvassing the universe of institutions to identify those which were actually conducting degree programs for training adult educators as of October, 1970. An ancillary purpose was to bring to light those planning to launch like programs by September, 1973. The first questionnaire then was conceived of as a simple screening device and accordingly consisted of only two questions which could be answered only positively or negatively. The reason the second of these two questions dealt with future plans was to furnish the adult education leadership with a comprehensive up-to-date list of institutions interested in providing, in the near future, opportunities for professional development for adult educators. Consequently, positive answers to the latter question would provide national leaders with a list of institutions which anticipated launching adult education degree programs. This information could be used to direct assistance to those institutions and could also be used to project the need to encourage additional institutions to enter the field in each geographic area.

The main questionnaire (Appendix A) was developed concurrently to the first surveying phase. Its elaboration began concomitantly to the development of the screening device and continued throughout the period of time responses were being received from the first mailing. Consequently its elaboration benefited from the respondents' reactions to the screening device and was influenced by them as far, for example, as the apparent confusion of adult education programs and programs in adult education was concerned. It became clear also that, in some of the larger institutions, individuals who responded to the screening questionnaire in the office of the president were ill informed concerning the existence of adult education degree programs in their own institutions as demonstrated by negative responses from institutions which were known to have professors, graduate students and degree programs in adult education. Obviously not all of these false negative responses could be identified by the investigators because there was no independent source of validating information, except for the membership roster of the Commission of the Professors of Adult Education. Accordingly, some institutions with degree programs may have been dropped during the screening phase because their responses to the first questionnaire were not valid. Because it is known that some of the negative responses were invalid because other information sources attested to the existence of degree programs at those institutions, it is likely that other invalid negative responses were made and were not detected. The authors could not devise a practical means of overcoming the error introduced by incorrect responses to the screening questionnaire other than through the process just described.

Besides the usual identification items as to the institution and the person completing the report, the main questionnaire contained requests for information on programs, curricula, degree titles, faculty, students, program content and financial assistance to students. Respondents were invited to include with their return any descriptions or statements related to their programs.

Distribution and Follow-up of the Questionnaire

The mailing of the first instrument consisted of a letter of introduction, a page providing definitions and a self-addressed stamped post card. It was forwarded early in October to 1937 institutions. Ninety days later, four hundred and forty (440) institutions which had not responded were sent a reminder packet including the same materials furnished previously. After an acceptable rate of return (93.3%) had been accomplished and answers computed, the detailed reporting form was forwarded to those institutions having responded positively to the screening questionnaire. Forty days later a follow-up was made.

The second mailing consisted of a letter of introduction reminding respondents of their previous statements, a page of revised definitions, and an eighteen-page questionnaire. The mailing also included a self-addressed stamped envelope and was forwarded early in May to four hundred four institutions. As of June 16, 183 had responded. A follow-up was considered necessary to secure a higher percentage response and accordingly was executed.

To ensure the validity of the responses, as the screening questionnaires were returned they were checked against already existing reports of the institutions involved in adult education. In certain instances, the offices of presidents of some institutions responded negatively to the screening questionnaire although it was known that these institutions were, in fact, offering adult education programs. Consequently to ascertain that the survey would not exclude such institutions a special follow-up was made to members of the Commission of Professors of Adult Education in these institutions. Thus, sixteen institutions were asked through them to revise their statement and re-examine their position. The result of this effort was that thirteen of these institutions provided a positive response. Most of these respondents more closely associated with the adult education programs expressed their concern about the lack of visibility of their programs in their institutions. On the other hand they noticed that their programs might not have been perceived as "adult education" by their institutions.

Data Processing

Different data processing were envisioned for the two different phases. Responses to the screening questionnaire were placed in three categories: (a) those institutions claiming to have a program in adult education; (b) those stating that they were not conducting such a program and were not planning to initiate one by September, 1973; and (c) those which did not now have such a program but planned to launch one by September, 1973. It was assumed that all three of these categories would include two or more of the following subcategories: (1) those which had misinterpreted the questionnaire and had given invalid responses; (2) those which responded to the first questionnaire but which would not respond to the second; (3) those which would respond properly to both questionnaires; and (4) those which would use the second questionnaire to correct their invalid positive responses to the screening questionnaire.

The authors were aware that the detailed questionnaire would provide a vehicle for correcting any false positive responses to the screening questionnaire and that no comparable means was available to detect false negative responses. Therefore it is acknowledged that this survey procedure might underestimate the number of degree programs for training adult educators but that it was highly unlikely that an overestimation could occur.

Identifying the Institutions and Programs

As indicated in Table 8 61 American universities and colleges had been identified by previous investigators as offering graduate programs in adult education and conferring degrees in that field. This group included several institutions which might subsequently have terminated their programs although no confirmation is presented in the literature surveyed. This list also included institutions which, according to Svenson and Houle, allowed dissertation research to be conducted in adult education. This immediately accessible population was drawn from the surveys reviewed. Most of the reviewers, with the exception of Fansler, presumably of Hallenbeck and Cortright (1965) dealt with graduate adult education.

Canvassing the Institutions of Higher Education

Screening questionnaires were sent to all universities and four-year colleges including the 61 referred to previously. This instrument was intended (1) to encompass undergraduate adult education; (2) to obtain clearer confirmation on programs of graduate adult education already known from the review of literature and that might have ended their adult education programs; (3) to get confirmation of those graduate programs in adult education already uncovered by previous surveys; and (4) to discover the existence of new programs of graduate adult education.

This screening questionnaire contained two questions: "According to the definitions provided, does your institution offer a program for training adult educators? If not, does your institution plan to launch such a program by September 1973?"

Institutions were classified in four categories: (a) conducting program(s), (b) not planning to initiate such a program by September, 1973, (c) planning to launch a program by September, 1973; and (d) questioning the definitions.

Institutions in categories (a) and (c) constituted the total group to be studied.

Of the total population of 1937 institutions, 1804 universities and four-year colleges replied (93.1 percent) and 133 did not.

Among the respondents, 389 (21.6 percent) claimed that they were conducting one or more programs for training adult educators (Category A); 1296 (71.8 percent) said that they did not have such programs and did not plan to establish such a program (Category B); 98 (5.4 percent) reported that they were planning to establish an adult education degree program by September, 1973 (Category C); 9 (0.5 percent) raised questions related to the definitions as they applied to their programs (Category D); and 10 (0.5 percent) evidently had discontinued their programs: 8 stating exactly that, 1 which could not be located by the Post Office, and 1 which was in an institution which had merged with another institution. Two of the responding institutions defied identification because of the way the return post cards were filled out.

Preliminary Examination of the Responses

In examining the responses within each category it became apparent that those who had sent in the cards were somewhat confused about the distinction between degree training programs for preparing adult educators and courses offered especially for adult students.

The concept of degree training programs for preparing adult educators appeared to be foreign to the thinking of a number of the respondents. Comments which were added to the questionnaire indicated that several of those who had responded positively to the first question had been thinking about the extension of their regular classes to specially scheduled classes for adults. Although it was not too surprising to receive some of these false positive reports, it was not anticipated that several of the institutions which were known to be conducting degree programs for training adult educators would send in negative responses.

An example may serve to illustrate the nature of the misinterpretation. Substantiating its negative answer one institution advanced that since "We are a ...(professional school, we are) ...not related to a teacher training program". This comment could indicate that, for this institution as for many others, adult education is still perceived as related exclusively to education and furthermore to teacher education.

Although the definition of adult education provided by the investigators was intentionally broad and designed to include training programs for adult educators offered by academic units outside departments, schools and colleges of education as well as within them, this intention was not fully understood in several cases.

The initial classification of the responses to the screening questionnaire is shown in Table 9.

In the following sections additional information is provided on the institutions in each of the major categories in Table 9.

TABLE 9

CLASSIFICATION OF REPLIES TO SCREENING QUESTIONNAIRE

Category of Institutions	Number	Percent
A. Presently offering program(s)	389	21.6
B. Not offering degree program(s) and not planning to initiate such program(s)	1296	71.8
C. Not offering degree program(s) but planning to launch such program(s) by September, 1973	98	5.4
D. Having questioned definitions	9	0.5
E. Having discontinued operations	10	0.5
F. Returns not identified	2	0.1
Total returns:	1804	99.9
G. No replies	133	
Total population:	1937	

Category A - Presently Offering Programs

This group of 389 institutions was identified entirely on the basis of responses to the screening questionnaire. Comments provided by some of the respondents provide some indication of the extent of misunderstanding of the term adult education, as was noted previously. These comments are presented at this point because of their potential value to future investigators seeking to ascertain the status of adult education training at institutions of higher education. Comments provided by some positively responding institutions are listed in alphabetical order by state of location.

AK University of Alaska, Anchorage

Associate of Arts

CA United States International University

We have a sequence that leads to an M.A. with emphasis in Adult Education and also a Ph.D. program in the Graduate School of Human Behavior with emphasis in Adult Education.

CA Graduate Theological Union

In one or two of the ten colleges which belong to our Union

IA Aquinal Institute School of Theology

One hour Theology

IL Lutheran School of Theology, Chicago

But only Christian Education

KS Central Baptist Theological Seminary

In the sense that training for the Ministry is training adult educators

KS Manhattan Bible College

In service training for ministers, Christian educators

KS Saint Mary College

"Bootstrap" program for military personnel from...

KY Campbellsville College

Limited

MD Loyola College

We have M.Ed. for teachers, also M.Ed. in Psychology.

NJ Saint Michaels Passionist Monastery

But only members of our order and most in field or religious education

NY Columbia University, Main Campus

The School of General Studies is not engaged specifically in training adult educators...we do provide...experiences to persons who may work with adults

NC Atlantic Christian College

Summer program for teachers in the public schools to keep certification current

OR Southern Oregon College

...People of all ages seek degrees. We do not distinguish the program by calling it adult education.

PA Lutheran Theological Seminary, Gettysburg

The S.T.M. program is designed for pastors who are engaging in the practice of ministry. In many respects the degree is understood to be a program in adult education or continuing education for pastors.

RI Providence College

A B.A. program is offered but is not limited to candidates who will be dealing only with adults.

RI University of Rhode Island

M.A. - Youth, Adult and Community Education

VA Virginia Union University

On a limited basis

These responses could be grouped in four clusters. Most of them referred to the extension of their regular programs to adults. One of them described a continuing professional Education program. Others seemed to try to make the case that Religious Adult Education should be understood as Adult Education. Finally two institutions clearly cited adult education degree programs.

Category B - Not Offering Programs and not planning to initiate such programs

The examination of the responses from these 1296 institutions which stated that they did not now have and did not plan to establish degree programs for training adult educators led to two kinds of follow-up activity. Additional observations on this group are also presented.

First, responses from the offices of presidents of 15 institutions were negative, despite the fact that professors from these institutions were members of the Commission of the Professors of Adult Education or that the institutions were personally known to the senior author as having programs for training adult educators. These 16 institutions were (1) United States International University, (2) University of California, Berkeley, (3) University of California, Los Angeles, (4) Howard University, (5) Iowa State University, (6) University of Maryland, (7) Wayne State University, (8) Western Michigan University, (9) University of Missouri, Columbia, (10) Rutgers University, (11) City University of New York, City College, (12) State University of New York, Albany, (13) State University of New York, Cornell, (14) University of Utah, and (15) Virginia Polytechnic Institute and State University.

Follow-up inquiries conducted through individuals employed at each of the 15 institutions resulted in a reclassification of 13 to Category A with only Wayne State University and Rutgers lacking positive replies.

Second, 15 institutions which had been identified in the literature as conducting adult education degree programs at some time or as having conferred at least one degree in adult education either failed to respond or gave a negative reply. The names of these institutions and the states in which they are located are shown in Table 10.

TABLE 10

INSTITUTIONS IDENTIFIED IN THE LITERATURE AS OFFERING DEGREE PROGRAMS WHICH DID NOT PROVIDE A POSITIVE ANSWER TO THE SCREENING QUESTIONNAIRE AFTER FOLLOW-UP, LISTED BY STATES

CA	Stanford University
CA	University of California, College of Agriculture, Davis
CO	University of Denver
IL	University of Illinois
IN	Purdue University
KS	University of Kansas
NJ	*Rutgers University, New Brunswick
NM	New Mexico State University
NY	New York University
NY	Yeshiva University
PA	University of Pittsburgh
TX	Baylor University
TX	Texas Technological University
VT	University of Vermont

* No response. All others answered negatively.

Third, of 191 institutions identified in the literature summarized in Table 6 as having conducted activities for the general professional training of adult educators, 110 were not solicited, were not in operation any more in the field of adult education, did not reply, or responded in the negative. Some of the members of this group were institutions which, without having a formal adult education program, might accept a concentration of studies or dissertation topics in adult education. Among the group which had conferred one or more adult education degrees in the past were those which had discontinued them or were offering adult education courses only.

The case of Baylor University is of special interest. Its efforts in literacy training had been documented by Cortright and were well within the boundaries of the definition of adult education provided with the questionnaire. Its negative response to this inquiry might indicate that it did not perceive itself as working in the field of adult education. Evidently at least some individuals engaged in the preparation of literacy educators deny a close kinship with adult education.

Selected comments provided by some of the negatively responding institutions are listed in alphabetical order by state of location.

Adams State College

> But we do offer courses in Adult Education to administrators, teachers and aids

Rensselaer Polytechnic Institute of Connecticut

> Courses, yes; Degree, no

Rutgers University, Newark

> New Brunswick campus only

University of New Mexico

> There is not a degree program but there are individual institutes developed for this purpose.

Bowling Green State University, Firelands

> We are a two-year campus.

Clarion State College, Venango

Two-year branch campus

Pennsylvania State University, Hazleton

Not locally but at University Park, yes

Clemson University, Greenville

We offer the first two-year of Clemson programs.

Medical University of Sourth Carolina

We do offer continuing education courses to physicians but they are not degree programs.

Virginia State College

A degree program in adult education is not available, however considerable emphasis is given in a school of education in agriculture degrees.

Indiana Institute of Technology

Except we had an ECCP program last summer for training secondary school teachers to offer the Man-Made World

Like the positively responding institutions, these institutions in general have mentioned either the adult education courses they offered or the extension of their regular programs to adults.

Three institutions indicated that they were two-year campuses. While this survey was intended to be restricted to universities and four-year colleges several two-year colleges were unintentionally included.

Sixty-four institutions which stated that they did not have adult education degree programs and did not have definite plans for establishing such programs in the future qualified their answers with phrases such as the following:

active consideration, plan to try, thinking about it, possibly, maybe, perhaps, uncertain, unsure, and unlikely.

The following institutions gave negative responses to the screening questionnaire, but chose to indicate that while they had not made a decision to establish a program by September, 1973, they had not ruled out such a possibility: (1) Alaska Methodist University, (2) Saint Mary's College of California, (3) University of California, Santa Barbara, (4) Jacksonville University, (5) Clark College, (6) Valdosta State College, (7) Salisbury State College, (8) Behaven College, (9) Manhattan College, (10) Johnson C. Smith University, (11) University of North Dakota, (12) Pennsylvania State University, and (13) Wofford College.

Category C - Not Offering Degree Programs but Planning to Launch Such Program by September, 1973

An examination of the 98 institutions which had indicated that they were planning to initiate a program by September, 1973 also revealed that some of the presidents were probably not aware of the existence of programs of adult education in their institutions. Two such cases were found: in the state of New York, Hunter College, and in the state of Tennessee, Memphis State University. A follow-up brought two positive answers. On the other hand, University of Nebraska, Omaha and North Carolina Central University (NC Central College, Durham) which had been active previously, reported that they were planning a new start.

Institutions from 35 states, the District of Columbia and one territory stated that they are planning such programs; among them 7 institutions from New York, 6 from North Carolina and 5 from Illinois, Missouri, Pennsylvania and Texas. No institution in the following 15 states and two territories reported such plans for 1973.

TABLE 11

STATES AND TERRITORIES NOT REPRESENTED BY INSTITUTIONS PLANNING TO INITIATE A DEGREE PROGRAM FOR TRAINING ADULT EDUCATORS

1. Arkansas
2. Arizona
3. Colorado
4. Connecticut
5. Delaware
6. Hawaii
7. Idaho
8. Iowa
9. Mississippi
10. New Mexico
11. North Dakota
12. South Dakota
13. Utah
14. West Virginia
15. Wyoming
16. Guam
17. Virgin Island

Category D - Institutions Which Questioned the Definitions

Nine institutions chose to question the applicability of the definitions to the programs which they were conducting. Key comments from these nine responses are presented to indicate the nature of the queries.

No. 1 After reading the definitions twice, I decided to let you decide. We are a Graduate Professional School of Theology and Psychology for the purpose of training ministers and counselors...

No. 2 This institution is an upper-division and graduate evening school. We educate adults.

No. 3 We do have teachers returning to take or complete the Master of Fine Arts degree program.

No. 4 We are now a Division of...and do offer extension programs in this area on the (University X) and (University Y) campuses.

No. 5 (University X at Y) is one of our five branches. (University X) does, indeed, offer programs for educating adult educators through the Doctorate. This is through the Department of Higher, Technical and Adult Education in the School of Education. Occasionally courses in this program are offered at (Y) and the other branches through Continuing Education Services and as such, may be used in the fulfillment of degree requirements.

No. 6 We do participate in the newly developed baccalaureate program for the preparation of community health educators at the Institute of Health Sciences of (University X).

No. 7 We have a program of continuing education for women, but it involves only the regular degree programs.

No. 8 We offer graduate and undergraduate programs for all ages. We offer late afternoon and evening programs leading to degree.

No. 9 All persons attending are working toward the M.D. degree or M.S./Ph.D.

The authors felt that several of the responses appeared to reflect that those who had answered the questionnaire simply ignored the definitions which had been provided and chose to respond entirely on the basis of their own preconceived notions of the definitions used. Nevertheless the investigators were somewhat chastened to find that despite their best efforts to provide clear, operational definitions of the key terms used in the questionnaire, individuals in the offices of the presidents of at least nine institutions of higher education seemed to find the definitions inadequate to enable them to respond directly to the two questions on the screening questionnaire. Through a discussion of the statements which involved a third judge who was an advanced doctoral student in adult education, and after a follow-up by mail to one of the institutions, the investigators concluded that two of the nine institutions should be classified as having an adult education degree program.

Final Classification of Screening Questionnaire Responses - The final classification of the responses to the screening questionnaire is shown in Table 12.

TABLE 12

FINAL CLASSIFICATION OF REPLIES AFTER THE SCREENING PHASE

Before Follow-up and Judgment			After	
Categories of Institutions	Number	Percent	Number	Percent
A. Presently offering program(s)	389	20.1	404	20.9
B. Not offering degree program(s) and not planning to initiate such program(s)	1296	66.9	1292	66.7
C. Not offering degree program(s) but planning to launch such program(s) by September, 1973	98	5.0	96	4.9
D. Having questioned definitions	9	0.5	0	0.0
E. Having discontinued operations	10	0.5	10	0.5
F. Returns not identified	2	0.1	2	0.1
Total returns:	1804	93.1	1804	93.1
G. No replies	133	6.9	133	6.9
Total population:	1937	100.0	1937	100.0

The final classification yielded results which appeared to be quite surprising for the number of institutions which claimed to be conducting degree programs for the preparation of adult educators (404) far exceeded all known estimates of the size of this population. Further the finding that nearly 100 additional institutions had expressed an intention to establish such a program by September, 1973, was regarded as incredibly large. It became a matter of some concern to the investigators to establish the validity of the responses from both the total group and for the segment which had responded positively.

The Total Group

The screening procedure and follow-up produced a group of 404 institutions claiming an adult education program and a group of 96 expressing their immediate plans to launch such a program while 64 qualified their negative responses sufficiently to be included in a first step in identifying the universe of institutions dealing with programs for training adult educators.. The rationale to support this assertion lay in the fact that a sizeable degree of misinterpretation of the term as well as the field had been detected through the screening of responses to the first questionnaire. In addition to these three groups, another group of 15 institutions, identified in the literature reviewed did not provide a positive answer. Therefore it could be said at this point in the study that the universe of institutions involved in degree programs for training adult educators appeared to consist of 564 institutions and possibly as many as 579. Accordingly it was apparent that the documentation of the validity of the unexpectedly large positive response would be a central concern in the use of the detailed follow-up questionnaire.

The Sub-Group of Institutions which had Reported Programs in Operation

The detailed 18-page questionnaire was mailed only to the 404 which had responded positively to the screening questionnaire. These questionnaires were mailed to the offices of the presidents, as the screening questionnaires had been, or, in some cases they were sent to the individuals who had answered the screening questionnaire, had been designated as respondents, or who were known to be heads of adult education degree programs.

In retrospect it would have been highly desirable to have sent a confirming follow-up questionnaire of a different sort to the 98 institutions which had indicated an intention to initiate an adult education degree program by September, 1973. Because it was learned subsequently that an unanticipated number of institutions had responded incorrectly to the first question, it now seems equally likely that a similar percentage of the positive responses to the question regarding intention to initiate a program was also in error.

The questionnaire was intended to collect information on curricula, faculty, students, program emphases and financial assistance for students. In addition it was considered to be highly desirable to include all of the questions which Ingham had used in his surveys of the programs represented by membership in the Commission of the Professors of Adult Education so that the statistical series could be continued. The complete questionnaire is included in Appendix A.

There were 252 institutions which replied to the second questionnaire as shown in Table 13. Positive replies were received from 57 institutions, 42 of which had one or more members in the Commission of the Professors of Adult Education. Two institutions which are represented in the Commission did not reply to the questionnaire despite two repeat mailings and a personal letter from the senior author of this report.

TABLE 13

NUMBER OF REPLIES TO THE DETAILED QUESTIONNAIRE ACCORDING TO CPAE AFFILIATION

	Yes	No	No reply	Total
Members of CPAE	42	0	2	44
Other	15	195	150	360
	57	195	152	404

One hundred ninety-five institutions which had responded positively to the screening questionnare gave negative replies to the detailed questionnaire. The authors assume that for most of these institutions the respondents had not bothered to read the definitions provided and so reported on the screening questionnaire that they had a degree program for training adult educators when in fact they had meant to indicate that they offered degree programs for adults. When they attempted to complete the detailed questionnaire it became obvious to them that their earlier responses had been erroneous.

In the following sections additional data are presented on each of the groups.

Group 1 - Those Institutions Responding Positively In addition to the 57 institutions which responded positively as shown in Table 13, there were 16 questionnaires which were completed and submitted by institutions which were subsequently judged to be outside of the area of the investigation. This judgment was made upon a consideration of the questionnaire responses and examination of additional descriptive materials submitted by the institutions. For each of these institutions statements of their program objectives or some other indication on which lied the investigator's judgment were as follows. These objectives or indications appeared relevant to extension or continuing professional education programs rather than to programs in adult education. The following statements reflect the nature of the programs conducted by those institutions which responded positively to the detailed questionnaire but which were judged by the authors of this report as lying outside of the population of institutions offering degree programs for the training of adult educators. The institutions are listed alphabetically by states.

San Francisco Theological Seminary

> Advanced education in the practice of the professional ministries of the church

Barry College

> Many of our programs are directed to prepare people not only to be educated themselves but to educate other adults. A master's degree in Social Work Education is directed predominantly at the improvement of Adult Education. An M.A. degree in Religious Studies is participated in by (leaders) who go into community areas and endeavor to improve the religious formation... The program of Guidance and Counseling... has been highly regarded by (school leaders) who not only counsel with individuals but also include family groups. Also (we offer) a non-credit program in the field of languages...very important to the improved language of adults.

Nova University

> M.A. and Ph.D. curricula in Behavioral Science: to produce Ph.D. researchers

Mennonite Biblical Seminary

> To prepare persons to give leadership to the church in providing for the Christian Education of all under her care, in the enlistment and development of the total resources of her membership and in the experience of Christian fellowship

Central Baptist Theological Seminary

> (Yes, we conduct adult education programs, but only in the sense that the training of ministers and directors of religious education is in itself the training of adult educators. We conceive of the ministers' tasks as education to a large degree).

Madonna College

> The Experimental College Program for Prospective Adult Students intends to give adults the opportunity to see if college is for them and to give the college an opportunity to evaluate adults as prospective college students. The B.S. degree program for registered

nurse applicants from associate degree and hospital school programs in nursing is designed to enable R.N. applicants to complete graduation requirements for a B.S. in nursing.

Western Maryland College

(No statement of objectives provided and catalog not explicit. However, the institution stated that it is preparing an M.Ed. in Education).

University of Minnesota, Morris

To provide educaton. B.S. program for two-year graduates. Evening classes and summer sessions.

Rust College

To provide training for adults who are working or planning to work in the grades K-3. To provide continuing education for adults.

New Mexico Highlands University

To provide a meaningful and relevant curriculum in Early Childhood Education to Headstart and follow through paraprofessionals and other employees.

Saint John's College, Santa Fe Campus, New Mexico

To provide graduate students with exposure to selected great and difficult books in western philosophy, literature, theology, political science, mathematics and natural science.

Manhattanville College

To prepare individuals with mature insights, experiences and abilities to be creative leaders

Minot State College

To supply the people, who cannot always attend day classes on campus, a means of which to continue their education

College of Mount Joseph On-the-Ohio

To offer evening and summer programs for those who wish to prepare for a business or professional career...

King College

Certification and Renewal

Goddard College

B.A. utilizing individualized program with much affect in program

Conversely a similar examination of statements of objectives of 17 programs offered by 15 institutions led to the judgment of including them in the group of institutions with adult education degree programs. These statements of objectives follow. Some institutions did not include in their responses such a statement nor did they accompany their return with materials that would have provided statement of objectives. However, enough evidence of programs in adult education being conducted was found in other parts of their responses.

The formulation of the objectives of the North American Baptist Seminary might be misleading. It seems that this formulation refers to some continuing professional education course of study. An anslysis of the offerings however led the investigators to include this program among those offering adult education degree programs. Statements from or concerning each of these institutions are presented to indicate the nature of the responses and some of the information used in reaching a decision. The institutions are listed alphabetically by states.

Azusa Pacific College

M.A. curriculum in Marriage, Family and Child Counseling Training: to provide foundation for qualified applicants who seek state license in marriage, family, and child counseling. Programs offer didactic and practical experiences in various forms of counseling.

Azusa Pacific College

M.A. curriculum in Extension Education: to provide a complete, resident-quality, graduate program for professional educators who would not normally have such opportunities.

San Francisco State College

M.A. curriculum in Education with special interest in Adult Education: (no statement of objectives and no catalog provided).

Florida Atlantic University

M.A. and Ed.D. curricula in Adult Education: (no statement of objectives and no catalog provided).

Florida Atlantic University

M.A. and Ed.D. curricula in Community Education: (no statement of objectives and no catalog provided).

Kansas State University

M.S. and Ph.D. curricula in Education with a major in Adult Education: to meet the advanced educational needs of those who are or expect to be engaged in the administration, supervision and execution of educational programs oriented toward the adult learner.

Louisiana State University, Baton Rouge

M.S. and Ed.D. curricula in Extension Education: to give the practitioner a solid, fundamental background in the subject matter he teaches and the process of educational change in informal situations, plus the competency to conduct evaluation studies and to interpret and analyze research findings.

New Orleans Baptist Theological Seminary

M.R.E. and Ed.D. curricula in Adult Education. The Department of Adult Education has been developed in response to the growing needs of adult workers in the denomination and beyond local churches. The courses recognize the importance of working with adults, aiding continuing growth and utilizing their Christian service potential.

Morgan State College

B.S. and M.S. curricula in Education with electives in Adult Education: to initiate program in survey and techniques in adult education and adult basic education.

Western Michigan University

M.A. and Ed.D. curricula in Community Education: to provide all candidates with an in-depth knowledge of the philosophy of community education; to facilitate the acquiring of conceptual, technical, and human skills necessary for leadership in institutions and agencies that offer a variety of "lifelong learning" formal educational programs.

SUNY College of Human Ecology, Cornell

B.S. in Community Service Education: it focuses on the analysis of a wide range of human services delivery systems-education, social services, community health services, and others intended to help people improve or maintain the quality of every day life. The aim of such analysis is to identify common understanding and skills required by human service professionals and auxiliary workers and to design personnel education programs that are more generic in character than those frequently found in professional schools.

University of Rochester

M.S. curriculum in Continuing Education: (no statement of objectives and no catalog provided).

Oregon State University

M.Ed. and Ed.D. curricula in Adult Education: to have students develop skills and techniques for making diagnosis of adult instructional needs and for prescribing a course of study to meet these needs; acquire knowledge of the psychological and sociological backgrounds for adult learning; know and understand the role of adults as continuing learners in contemporary society.

North American Baptist Seminary

M.A. curriculum in Continuing Education: to enable those engaged in the Christian ministries to enrich their services and enhance their professional competence through continuing educational experiences.

Southwestern Baptist Theological Seminary

M.R.E. in Adult Religious Education: to provide graduate education for students preparing for the Christian ministry in Adult Education.

Seattle University

M.Ed. curriculum in Adult Education Administration: (no statement of objectives and no catalog provided).

Western Washington State College

> M.Ed. curriculum in Adult Education Administration: to develop creative professional leaders who have the ability to initiate, organize and execute effective adult education programs.

The University of Kentucky at Lexington stated in answer to the detailed questionnaire that it had a division of Higher and Adult Education, although there has been insufficient demand to implement a degree-granting program in Adult Education. This answer was interpreted as negative even though the structure was there on the basis that no program was actually being conducted.

Group 2 - Those Institutions Responding Negatively. One hundred ninety five institutions faced with the task of completing the detailed questionnaire found themselves obliged to respond negatively. Among them were the five following institutions identified by earlier reviewers as offering degree programs for training adult educators: American University, University of Kentucky at Lexington, Harvard University, University of Texas, Arlington, Brigham Young University. As has already been noted, those who responded hastily to the screening questionnaire without taking the time to read the definitions provided probably learned of their error only at the point of attempting to complete the detailed questionnaire.

Group 3 - Those Non-Responding Institutions. One hundred fifty-two institutions which had given positive replies to the screening questionnaire failed to return the detailed questionnaire.

Despite a second mailing to non-respondents, this group did not respond. It should be noted that six of them had been cited by earlier students of the field of degree programs for adult educators. Three of these silent institutions were University of Florida at Gainesville, Northwestern University and Oklahoma State University at Stillwater. Two others, United States International University and Ball State University have been represented in the membership of the Commission of the Professors of Adult Education for some time. Multiple repeated mailings to the professors at these institutions failed to evoke responses. A third institution, Rutgers, was thought by the investigators to offer a masters program. However, not only was the response to the detailed questionnaire negative, subsequent letters asking for a confirmation of the response brought forth a second negative report.

Two other cases in this group were of some interest. First, it was known to the investigators that Coppin College in Baltimore had planned to initiate an adult education program by September, 1970. This institution did not reply to the initial mailing or to the follow-up. Second, the University of Rhode Island had asserted in the screening phase that it was offering a master's degree (M.A.) in Youth, Adult and Community Education. Unfortunately this institution did not return the detailed questionnaire.

Summary of Responses to Both Qeustionnaires

Table 14 is a tabulation of the responses to the screening questionaire. Those institutions which had been identified by previous authors as offering degree programs in adult education are noted. Institutions which had not previously been identidied as conducting degree programs in adult education and those which responded negatively to the screening questionnaire have not been included.

A total of 85 institutions were identified either through the literature or through positive responses to the screening questionnaire as probable sponsors of degree programs for training adult educators. One of these institutions would not return either the screening or the follow-up questionnaire. Other means of communication were employed and the conclusion reached was that although plans were under way to develop such a program, there was no degree program for training adult educators currently in operation at Rutgers. The table shows that the number of institutions which were able to provide the confirming data to support their responses to the screening questionnaire was 13 less than the number which claimed to be conducting such programs.

Conclusions

A large scale effort to survey all of the institutions of higher education in the United States to identify those which were conducting degree programs for the training of adult educators resulted in the identification of a total of

TABLE 14

RESPONSES TO QUESTIONNAIRES BY INSTITUTIONS OFFERING DEGREE PROGRAMS FOR TRAINING ADULT EDUCATORS IDENTIFIED IN THE LITERATURE AND BY THE PRESENT SURVEY, LISTED BY STATES

State	Name of Institution	To Screening Questionnaire			To Main Questionnaire			
		YES	NO	NR	YES	NO	NR	NQ[1]
AL	*Auburn University	x			x			
AZ	*Arizona State University	x			x			
	*University of Arizona	x			x			
CA	Azusa Pacific College	x			x			
	*University of California Berkeley	x			x			
	*University of California College of Agriculture, Davis		x					x
	*University of California, Los Angeles	x			x			
	San Francisco State College	x			x			
	*Stanford University		x					x
	United States International University	x					x	
CO	*Colorado State University	x			x			
	*University of Denver		x					x
CT	University of Connecticut	x			x			
DC	*American University	x					x	
	Federal City College	x			x			
	*George Washington University	x			x			
	Howard University	x			x			
FL	*University of Florida, Gainesville	x					x	

TABLE 14 (Continued)

State	Name of Institution	To Screening Questionnaire			To Main Qeustion-naire			
		YES	NO	NR	YES	NO	NR	NQ^1
FL	Florida Atlantic University	x			x			
	*Florida State University	x			x			
	Nova University	x				x		
	*University of South Florida	x			x			
GA	*University of Georgia	x			x			
	Georgia Southern College	x			x			
IL	*University of Chicago	x			x			
	*University of Illinois		x					x
	*Northwestern University	x					x	
IN	*Ball State University	x					x	
	*Indiana University	x			x			
	*Purdue University		x					x
IA	*University of Iowa	x			x			
	*Iowa State University	x			x			
KS	*University of Kansas		x					x
	*Kansas State University	x			x			
KY	*University of Kentucky, Lexington	x				x^2		
	Morehead State University	x			x			
LA	*Louisiana State University	x			x			
	New Orleans Baptist Theological Seminary	x			x			
MD	*University of Maryland	x			x			
	Morgan State College	x			x			

TABLE 14 (Continued)

State	Name of Institution	To Screening Questionnaire			To Main Questionnaire			
		YES	NO	NR	YES	NO	NR	NQ[1]
MA	*Boston University	x			x			
	*Harvard University	x				x		
MI	*University of Michigan	x			x			
	*Michigan State University	x			x			
	Western Michigan University	x			x			
MS	*Mississippi State University	x			x			
MO	*University of Missouri, Columbia	x			x			
NB	*University of Nebraska, Lincoln	x			x			
NJ	*Rutgers University, New Brunswick			x			x	
NM	*New Mexico State University		x					x
NY	City University of New York, City College	x			x			
	*Columbia University, Teachers College	x			x			
	*New York University		x					x
	University of Rochester	x			x			
	SUNY, Albany	x			x			
	*SUNY, Buffalo	x					x	
	*SUNY, College of Agriculture, Cornell	x			x			
	SUNY, College of Human Ecology, Cornell	x			x			
	*Syracuse University	x			x			
	*Yeshiva University		x					x

TABLE 14 (Continued)

State	Name of Institution	To Screening Questionnaire			To Main Qeustion-naire			
		YES	NO	NR	YES	NO	NR	NQ[1]
NC	*University of North Carolina Chapel Hill	x			x			
	*North Carolina State University	x			x			
OH	*Ohio State University	x			x			
OK	*Oklahoma State University	x				x		
OR	Oregon State University	x			x			
PA	*Pennsylvania State University		x					x
	*University of Pittsburg		x					x
SC	*University of South Carolina	x			x			
SD	North American Baptist Seminary	x			x			
TN	Memphis State University	x			x			
	*University of Tennessee	x					x	
TX	*Baylor University		x					x
	Southwestern Baptist Theological Seminary	x			x			
	*University of Texas	x				x		
	*Texas Technological University		x					x
UT	*Brigham Young University	x				x		
	*University of Utah	x			x			
VA	*Virginia Polytechnic Institute	x			x			

TABLE 14 (Continued)

State	Name of Institution	To Screening Questionnaire			To Main Questionnaire			
		YES	NO	NR	YES	NO	NR	NQ[1]
VT	*University of Vermont		x					x
WA	Seattle University	x			x			
	Washington State University	x			x			
	Western Washington State College	x			x			
WI	*University of Wisconsin, Madison	x			x			
	*University of Wisconsin, Milwaukee	x			x			
WY	*University of Wyoming	x			x			
	TOTALS (85)	70	14	1	57	6	8	14

* Identified in the literature, see Table 8.

1. Institutions having responded negatively to the screening questionnaire; they were not sent the detailed questionnaire.

2. This institution was interpreted as a negative respondent. It stated that it had a "Division of Higher and Adult Education, although there has been insufficient demand to implement a degree-granting program in Adult Education". Since no program was actually offered the response was judged as a negative response.

fifteen institutions which had not previously been involved with the activities of the Commission of the Professors of Adult Education.

Several factors evidently were involved in the data collection process which may have impaired its effectiveness. It became apparent that the screening questionnaire had not been designed ideally in a way that would have required the respondents to read the definitions before answering the two questions. Quite a few of the respondents were so certain that they knew what the words "adult education" meant, that they simply did not bother to read the definitions provided. Had they treated the request and the definitions seriously, many of the erroneous false positive responses would have been prevented.

In more than a few cases a program in adult education was interpreted by those responding to the questionnaire as a program designed to extend learning experiences to adult students. Adult education as an emerging field of university study is apparently an unfamiliar concept to the persons who respond to questionnaires sent to the offices of presidents of American institutions of higher education. Even in institutions where adult education as a field of study had achieved some degree of legitimacy and acceptance, a number of these programs were evidently unknown to the presidential staff members who completed the questionnaires.

Despite the fact that somewhat fewer institutions proved to be offering degree programs than had been indicated in the responses to the screening questionnaires, the 57 institutions constitute the vital resource for the development of the field and for upgrading the quality of adult education practice in the United States. Because the total number of institutions conducting degree programs in adult education was found to be appreciably smaller than had been anticipated, the entire population was used in the detailed data collection rather than a sample.

Chapter IV consists essentially of tabular descriptive data which reveal the dimensions of present degree training opportunities for practicing and prospective adult educators.

CHAPTER IV

CHARACTERISTICS OF ADULT EDUCATION DEGREE PROGRAMS, FACULTY, STUDENTS AND FINANCIAL AIDS

Fifty-seven institutions returned completed questionnaires describing a variety of aspects of their programs, faculty members, students, graduates, and student financial aids. The responses from each of the institutions are presented in this chapter in tabular form with frequency distributions where appropriate. Each of the tables is discussed and implications for the expansion of opportunities for professional development through degree programs are given.

Replies provided by 57 institutions are reported in this chapter. Three institutions where one or more adult education faculty members had participated in the activities of the Commission of the Professors of Adult Education did not reply despite repeated requests. The United States International and Ball State Universities were included in all computations. As for Rutgers University at New Brunswick, it was excluded from all computations since, throughout the survey, responses from that institution stated that it did not have a program.

The participating institutions claimed 64 programs. Two additional programs were assumed. Three of these universities or colleges stated that they were conducting two

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discrete programs whereas two claimed three programs of that sort. Fifty-two reported only one program or did not discriminate among their adult education offerings.

Formal Program Titles

Respondents were asked to report the titles they used for their programs. Four illustrative examples were provided: Adult Education, Community Development, Extension Administration and Extension Education. The respondents were asked to indicate exactly the term used at their institutions.

In some cases phrases identifying programs contained two descriptors such as Adult and Community Education, a phrase used by Ball State University, and one which was provided as an example in the questionnaire. In such cases, respondents were given the opportunity to choose to identify their programs by a single title or by both terms. No one chose to use both descriptors to indicate two programs. Consequently most of the common categories could contain two-dimension designations. Thus the Extension Education category could designate also Extension and Continuing Education.

Forty-nine of these 66 programs were designated by the term Adult Education (28) or its equivalent (21). The following terms were judged to be equivalent to Adult Education (The number of times each was mentioned is indicated in parentheses.): Adult and Community College Education (1), and Community Education (1), and Continuing Education (5), and Extension Education (1), and Higher Education (1), and Vocational Education (2), Adult Basic and Continuing Education (1), Adult Education Administration (3), Adult Religious Education (1), Continuing Education (5).

Three programs were designated by the term Community Development; two by Extension Administration; six by Extension Education and four by other phrases. The other phrases used are: Community Education (2 instances), Education Services, and finally Human Resource Development.

The nearly universal use of the term adult education led to the decision to present the data as a whole in subsequent tables rather than subdividing them according to program titles.

Geographical Distribution

One or more of the six types of programs was offered in 32 states and the District of Columbia. No programs were reported in the following 18 states and three territories: (1) Alaska, (2) Arkansas, (3) Delaware, (4) Hawaii, (5) Idaho, (6) Maine, (7) Minnesota, (8) Montana, (9) Nevada, (10) New Hampshire, (11) New Jersey, (12) New Mexico, (13) North Dakota, (14) Oklahoma, (15) Pennsylvania, (16) Rhode Island, (17) Vermont, (18) West Virginia, (19) Guam, (20) Puerto Rico, and (21) Virgin Islands.

Program Affiliation with the Commission of the Professors of Adult Education

Forty-nine of the 66 programs were offered by institutions which were known to have professors who were members of the Commission of the Professors of Adult Education and 17 programs were conducted by 15 institutions which were not currently represented in the Commission. Table 15 is a listing of all 66 institutional programs indicating whether or not each program is represented in the Commission.

At this point it may be useful to explore the reasons why nearly one-fourth of the institutions which confer adult education degrees are not represented in the Commission. The Commission was organized in 1955 as a small group of professors who were directing or working in doctoral level adult education programs. For approximately eight years the Commission membership was restricted to professors in doctoral level programs specifically labeled adult education. In the early 1960's the membership requirements were amended to permit professors in doctoral level programs in extension administration, extension education and similar programs to become members. At the 1966 meeting of the Commission the membership qualifications were changed again to permit any professor in a masters or doctors degree level program designed to train adult educators to join if he was spending at least half of his time in teaching, research, and dissertation supervision in the adult education field broadly conceived. Since that time the number of members has more than doubled and now the total number is over 130.

The Commission is clearly the only body, national in scope, which is centrally concerned with the improvement of the teaching of adult education in institutions of higher education. The Commission does not solicit new members. Instead it maintains a membership committee whose function is

TABLE 15

INSTITUTIONAL DEGREE PROGRAMS CONDUCTED BY INSTITUTIONS RESPONDING TO THE PRESENT SURVEY, LISTED BY STATES

Institutional Program Code No.	State	Name	Program[1] Designation	CPAE Member[2]
1	AL	Auburn University	1	1
2	AZ	Arizona State University	1	1
3		University of Arizona	1	1
4	CA	Azusa Pacific College	2	2
5		Azusa Pacific College	4	2
6		San Francisco State College	1	2
7		United States International University	NR	1
8		University of California, Berkeley	1	1
9		University of California, Los Angeles	1	1
10	CO	Colorado State University	1	1
11	CT	University of Connecticut	1	1
12	DC	Federal City College	2	1
13		George Washington University	1	1
14		George Washington University	5	1
15		Howard University	1	1
16	FL	Florida Atlantic University	1	2
17		Florida Atlantic University	5	2
18		Florida State University	1	1
19		University of South Florida	1	1
20	GA	Georgia Southern College	1	1
21		University of Georgia	1	1

TABLE 15 (continued)

Institutional Program Code No.	State	Name	Program[1] Designation	CPAE Member[2]
22	IL	University of Chicago	1	1
23	IN	Ball State University	NR	1
24		Indiana University, Bloomington	1	1
25	IA	Iowa State University	1	1
26		University of Iowa	1	1
27	KS	Kansas State University	1	2
28	KY	Morehead State University	1	1
29	LA	Louisiana State University, Baton Rouge	4	2
30		New Orleans Baptist Theological Seminary	1	2
31	MD	M!rgan State College	1	2
32		University of Maryland	4	1
33	MA	Boston University	1	1
34	MI	Michigan State University	1	1
35		University of Michigan	2	1
36		Western Michigan University	5	2
37	MS	Mississippi State University	1	1
38	MO	University of Missouri, Columbia	1	1
39	NB	University of Nebraska	1	1
40	NY	City University of New York, City College	1	1
41		Columbia Teachers College	1	1
42		SUNY College of Agriculture, Cornell	4	1

TABLE 15 (continued)

Institutional Program Code No.	State	Name	Program[1] Designation	CPAE Member[2]
43	NY	SUNY College of Human Ecology, Cornell	5	2
44		State University of New York, Albany	1	1
45		Syracuse University	1	1
46		University of Rochester	1	2
47	NC	North Carolina State University, Raleigh	1	1
48		University of North Carolina	1	1
49	OH	Ohio State University	1	1
50		Ohio State University	1	1
51		Ohio State University	3	1
52	OR	Oregon State University	1	2
53	SC	University of South Carolina	1	1
54	SD	North American Baptist Seminary	1	2
55	TN	Memphis State University	1	1
56	TX	South Western Baptist Theological Seminary	1	2
57	UT	University of Utah	1	1
58	VA	Virginia Polytechnic Institute	1	1
59	WA	Seattle University	1	2
60		Washington State University	4	1
61		Western Washington State College	1	2
62	WI	University of Wisconsin, Madison	1	1
63		University of Wisconsin, Milwaukee	1	1

TABLE 15 (continued)

Institutional Program Code No.	State	Name	Program[1] Designation	CPAE Member[2]
64	WI	University of Wisconsin, Madison	3	1
65		University of Wisconsin, Madison	4	1
66	WY	University of Wyoming	1	1

[1] Program designation

1 =	Adult Education or equivalent	(49)	
2 =	Community Development	(3)	
3 =	Extension Administration	(2)	
4 =	Extension Education	(6)	
5 =	Other phrases	(4)	
NR =	No Response	(2)	(66)

[2] Programs conducted by CPAE Members

1 =	Yes	(49)	
2 =	No	(17)	(66)

to respond to inquiries regarding membership qualifications and to evaluate the applications submitted by professors who wish to join. At present professors who spend less than half of their time in teaching graduate students, supervising theses and conducting research are ineligible for membership. With the development of undergraduate programs in the field it seems likely that the Commission will reexamine its membership requirements so that all those professors whose primary responsibility is to degree programs in adult education will be able to qualify for membership.

Questionnaire data were collected from all degree programs for training adult educators, not just those which are represented in the Commission. Three hundred forty-three possible variables were included in the questionnaire although it was assumed that not many institutions would respond on all items. In addition, respondents were invited to enclose whatever documentary materials they chose and these materials were examined by the authors. Before processing the data sixty of the variables were amalgamated. Consequently data on a total of 283 variables were processed initially. Eighteen were used solely for administrative purposes. In this chapter the results of processing 249 variables are presented. The groupings of these variables is shown in Table 16.

The following abbreviations were used in processing the data computations and are also reported in tables: NR, NA and UK. NR is an abbreviation for No Response; it means that the respondent should have provided a response on the

TABLE 16

GROUPS AND NUMBERS OF VARIABLES TREATED IN FREQUENCY DISTRIBUTION ANALYSES

	Number of Variables
A. The Program	
1. Objectives	
2. Curricula	13
3. Number of hours of "courses"	10
4. Requirement of Master's degree for doctoral work	1
5. Adult education program area emphasis	15
B. Faculty	
1. Degrees held	
2. Field of previous studies	
3. Institutions where degrees were granted	
Sixty of them were combined with others. For example, variables entitled professor's division of concentration of preparation, discipline, and sub-discipline of concentration were grouped under the title of professor's field of studies.	
C. The Students	
1. Institutional segment of the field reflected by the composition of the student body	15
2. Functions for which present student body is preparing	21
3. Number of Adult Education students	
At the year of inception	8

TABLE 16 (continued)

	Number of Variables
In 1969-70	8
Eight new variables were created to compute full-time and part-time students in that year.	8
In 1970-71	13
4. Adult Education graduates	
Year of first graduation	3
Number of graduates to date	3
5. Internships	3
6. Student subsidization	18
	249

variable and failed to do so. NA is an abbreviation for Not Applicable; it signifies that on the particular variable, the respondent did not have to furnish an answer. Unknown (UK) indicates that while an answer would have been appropriate, the respondent did not possess the information needed to answer the question.

Establishment of Curricula

The respondents reported 9 programs at the undergraduate level. Master of Arts degree in adult education were offered by 32 institutions; Master of Science degree by 25; and 17 offered the equivalent of a Master's degree designated by some other name. The Master of Arts degree had a longer history than the Master of Science since 8 institutions against 3 had been offering this type of degree before 1950 and 15 against 8 before 1960. As for the Master's degrees with other designations, they had been offered for a decade only. At the doctoral level, only one institution offered the Advanced Master of Arts while an almost equal (28, 26) number of participants offered the Doctor of Education and Doctor of Philosophy degrees. Fifteen institutions reported special degrees. A special degree was defined as a complete program of studies leading to none of the traditional degrees, and offered at any or none of the customary levels. Eight different names were used for special degrees. Two institutions did not answer the questions on these variables.

Table 17 shows summaries of the number of institutions offering various curricula and indicates in what period these programs of studies were implemented.

TABLE 17

NUMBER OF INSTITUTIONS OFFERING DIFFERENT CURRICUL BY PERIOD OR YEAR OF INCEPTION

Period or Year	Undergraduate Level		Master's Level			Doctor's Level		
	B.A.	B.S.	M.A.	M.S.	Other[1]	Ed.D.	Ph.D.	Special[2]
1930-1949[3]			8	3		5	7	
1950-1959			7	5		7	9	3
1960-1969		1	10	8	8	8	6	6
1970			2	1	2	2	1	
1971		1	2	1	2	4		
Year unspecified					5			6
UK	1	1	1	3		1	1	
NR	2	7	4	6	2	3	4	2
NA	63	56	32	39	47	36	38	49

[1] Other = Other Master-level degrees: M.Ed. (14), Master of Extension (1), Master of Religious Education (2).

[2] Special = Special degrees, see the following table.

[3] Ohio State University (Institutional Program Code No. 54), reported that its first undergraduate obtained his degree in 1920, its first master in 1926, its first doctor in 1938 (see Table 48). It did not however provide answers to the question of year of initiation of program (see Table 35).

Special Degree Programs

In addition to the commonly used bachelors, masters, and doctors degrees, 15 institutions are using eight additional designations for special degrees for training programs for adult educators. The names of these degrees and the number of institutions using each one is shown in Table 18.

TABLE 18

NUMBER OF INSTITUTIONS OFFERING SPECIAL DEGREES AND NAMES OF THOSE DEGREES

Special Degrees		Number of Institutions Offering
Abbreviation	Name of Special Degree	
AGS	Advanced Graduate Specialist	1
CAGS	Certificate of Advanced Graduate Study	1
CAS	Certificate of Advanced Study	3
CER	Certificate in Administration of Adult Education Program	1
CSP	Certificate of Specialization	1
DIP	Professional Diploma	1
EDS	Education Specialist	6
SPC	Specialist Certificate	1
	Total	15

The use of special degree designations is evidently regarded as useful by at least 15 institutions. In some cases these special degrees may indicate a level of achievement between the masters and doctors degree. In practice one or more of these eight special degrees may be formally recognized symbols of a level of accomplishment which is informally referred to as A.B.D. (all but dissertation). As such, these special degrees may signify the completion of a program and are accordingly more popular than the permanent designation of "doctoral degree candidate" which may be used to indicate that a doctoral program has been begun and has been interrupted, at least temporarily.

The wisdom of using special degrees if their meaning is unclear to prospective employers is open to question. Perhaps this is an area in which the Commission ought to attempt to exert some leadership to develop a special degree designation that would have a standard meaning across the nation.

Degree Status Required for Admission to Doctoral Programs

Among the 66 institutional programs included in the survey, 16 reported that their institutions required a student to have a master's degree before he could be admitted to a doctoral program. Twenty-four institutional programs reported that students could be admitted to doctoral programs directly from a baccalaureate program. No doctoral programs were offered by 22 institutions and no responses to this question were obtained from four institutional programs.

Number of Hours of "Courses" Transferable to the Doctoral Program

The instrument used in this survey evidently failed to make clear the distinction between quarter hours and semester hours. The responses from only three institutions specified one or the other. Consequently the figures in related summaries or tables must be read with that fact in mind.

At any rate and with this caution, the data obtained show that 18 institutions are accepting hours of graduate work done at other institutions as meeting a part of the doctoral program requirements. The number of hours accepted ranged from 0 to 54. The median on that dimension seemed more revealing than the mean because of such a wide spread. Accordingly it appeared that 14 either quarter or semester hours, approximately four to five courses, were accepted in about one-third of the institutions offering doctoral degrees.

Number of Hours of "Courses" Required for Various Degree Levels

Courses were defined as any educative activities. These variables intended to reveal the relative importance of adult education courses, required at different levels in comparison with the total number of educative activities required at these levels. At the undergraduate level respondents required on the average 14 adult education hours of courses on a total of 109 hours (with a median of 13 and 117). At the Master's level, they were requiring on the average 14 such hours of a total of 35 (with a median of 12 and 30). Those 21 institutions admitting those having only the bachelors degree directly to doctoral work were requiring on the average 28 adult education hours of courses on a total of 80 (medians of 24 and 86) while those 31 institutions accepting only

Master's degree recipients were requiring 18 hours of adult education activities on a total of 53 (medians of 15 and 58). Table 19 shows the number of semester hours of "courses" in adult education and overall for four degree levels.

TABLE 19

NUMBER OF SEMESTER HOURS OF "COURSES," TOTAL AND ADULT EDUCATION ONLY BY DEGREE LEVEL

Degree Levels	Total Number of Hours			Number of Adult Education Hours		
	Institutions	MN	MD	Institutions	MN	MD
UL	7	109	117	7	14	13
ML	59	35	30	52	14	12
UL to DL	21	80	87	19	28	24
ML to DL	31	53	58	29	18	15

MN = Mean
MD = Median
UL to DL = for institutions accepting undergraduates to doctoral work.
ML to DL = for institutions accepting only Masters to doctoral work.

Institutional Program Aaea Emphases

One respondent commented that on this dimension the inquiry was mixing apples and bananas. However, the distribution of emphasis areas was based on similar distributions which had been used in the various handbooks of adult education developed by the Adult Education Association of the U.S.A. Another respondent, after granting that the distribution was of some value, insisted that at his institution students were not isolated on the basis of program emphases. He felt that course selection was primarily determined by the individual in terms of his goals rather than because of strict guidelines set down for each emphasis area. The overall summary of the rankings of the program emphasis areas by degree levels is shown in Table 20.

Nothing significant could be gained from the analysis of ranking frequency distributions at the undergraduate level because of the small number of institutions involved. The number of institutions with programs at the Master's and doctoral levels warranted more attention.

At the Master's level, Program Planning was mentioned most often by 17 institutions as Rank 1, and by eight institutions as Rank 2. Curriculum and content was mentioned by eight institutions as Rank 3, Community Development by seven as Rank 4 and by nine as Rank 5.

At the doctoral level, Program Planning again was most often ranked first, in this instance by 12 institutions. Curriculum and content was mentioned most often by six institutions as Rank 2, again by five as Rank 3 together with Evaluation, Community Development by six as Rank 4 and finally Community Development by five institutions as Rank 5 together with Adult Basic Education.

The Faculty

This section is concerned with the preparation pioneers of programs and present faculty members had acquired to enable themselves to direct the adult education programs included in this chapter or to teach in them. The degrees they held, the

TABLE 20

RANKING OF INSTITUTIONS' ADULT EDUCATION PROGRAM AREA EMPHASES WITHIN DEGREE LEVELS

Area of Emphasis	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Adult Basic Education		1				8	6	3	6	3	3	1	3	1	5
English as a 2nd language							1	1							
Reading								2				2			
ABE OTHER 1						3	1			2	2	1			1
ABE OTHER 2							1								1
Community Development	1		1		1	5	4	4	7	9	3	4	1	6	5
Continuing Education for Professions	1					6	1	3	2	3	9	3	2	3	2
Continuing Education for Women		1				1	1	1	1			1	2		
Curriculum and Content		2	1			3	7	8	5	1	1	6	5	1	3
Program Planning				1		17	8	2	3	4	12	4	3	4	2
Evaluation							6	8	4	2	2	4	5	3	1
CC OTHER 1						2	5	3	1	1		4	4	2	1
CC OTHER 2								1	1	1	2	1	1		
Education for Aging			1				2	1	3	1				3	
Education for Family Life					1		2			1		2			

TABLE 20 (continued)

Area of Emphasis	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Education for Public Responsibility				1			1	1	4	5			2	5	3
Education for Self Fulfillment					1	1	1	2	1	1			1	1	1
Education for Social Responsibility						1	1	1	1	3		1		2	2
Health Education				1				1	1						
Recreational Education								1	1					1	
Vocational Technical Education	2					3	1	3	2	1	1	1	3	1	
OTHER 22							1					1			
OTHER 23								1					1		
NR	7	7	8	8	8	14	14	17	21	26	9	9	11	13	18
NA	55	55	55	55	55	2	2	2	2	2	21	21	21	21	21

field of studies they have pursued and the universities where the degrees were earned are presented.

Degrees Held by Program Directors

Table 21 offers a comparative view of the number of doctoral-level degrees held by directors at the time of inception and at the time of the survey. A distribution of degrees by levels was obtained. At the undergraduate and Master's level there were no useful findings because thoo high a number of participants did not respond. At the doctoral level, however, two comments could be made. First, most directors of programs both at earlier and at present times have doctoral degrees. Only five initially and three currently do not. Second, twice as many directors had earned Ph.D. compared with an Ed.D. degree.

TABLE 21

NUMBER OF ADULT EDUCATION DEGREE PROGRAM DIRECTORS AND PROFESSORS HOLDING DOCTORAL-LEVEL DEGREES AT TIME OF INITIATION OF PROGRAM AND CURRENTLY, BY TYPE OF DOCTORATE

	Ed.D.	Ph.D.	NR	NA	Totals
Directors					
At inception of program	15	36	10	5	66
Currently	18	37	8	3	66
Professors[1]					
At inception of program	9	30	9	69	198
Currently	35	83	114	97	330

[1] Ed.S.: 1 professor held an Education Specialist degree at the time of inception and one at the time of the survey.

NR = No Response
NA = Not applicable

Table 21 also provides a comparison between the degrees held by the first professor at the time of inception of the programs and those held by the faculty at the present time. The limited data for undergraduate and Master's level degrees does not present sufficient data to warrant drawing any generalizations about the population. If averaged, the figures for the three forerunner professors were as follows: Ed.D.: 3, Ph.D.: 10, Ed.S.: 0.3, Not obtained: 28, Not applicable: 23. Similarly, if the mean was taken the figures for the five present professors would be: Ed.D.: 7, Ph.D.: 16, Ed.S.: 0.2, Not obtained: 20.8 and Not applicable: 19.4. At least the third of faculty members have not had and do not how have doctorates. Also, the ratio of professors holding Ph.D.'s to those holding Ed.D.'s was higher at the inception of programs than it was at the time of the survey, that is 3.3 to one in the first case and 2.3 to one in the second case. Finally the Ed.S. apparently is not regarded by those who employ adult education faculty members as appropriate academic preparation for a professor of adult education.

Faculty Members' Fields of Academic Preparation

For every degree declared, the field of studies was requested. The codification included three parts: first a classification of the field of studies into five main categories of knowledge, second a classification within this category and third a sub-classification where applicable. The five categories were those of biological sciences, humanities, physical sciences, social sciences and professional studies such as law or divinity. The classification included the general distribution of knowledge within this framework as illustrated by the traditional distribution to departments within a higher learning institution. The sub-classification indicated generally a field of application. Hence a degree obtained in English language and literature of the twentieth century would have been classified in the category of humanities, in the sub-category of English and the last division, of the twentieth century.

An analysis of the fields of studies in which undergraduate degrees were secured by faculty members seemed to lead to no useful generalizations. The fields of academic preparation of faculty members at the time of inception of the programs and at present are shown in Table 22.

The masters degrees held by the initial directors and professors of each program were obtained, for 73 out of a possible 264 responses, 59 times (79%) in the social sciences and 14 times (21%) in professional studies. Degrees in adult education and related fields such as agricultural education accounted for 50.8 per cent of the degrees secured in social sciences while degrees in other fields of education such as educational psychology accounted for 35.6 per cent. There were 156 responses out of a possible total of 396 regarding the master-level degrees held by directors and professors in 1971 were found five times in humanities, one time in physical sciences, 130 times (83.3%) in social sciences and 20 times (12.8%) in professional studies. Present directors and professors held social sciences master's degrees in a proportion

TABLE 22

NUMBER OF FACULTY MEMBERS HOLDING GRADUATE DEGREES BY CATEGORIES OF KNOWLEDGE

Categories of Knowledge	Masters Degrees		Doctoral Degrees	
	At Inception	In 1971	At Inception	In 1971
Biological Sciences	0	0	0	1 (0.6)
Humanities	0	5 (3.2)	1 (1.2)	3 (1.7)
Physical Sciences	0	1 (0.7)	0	0
Professional Studies	14 (21.0)	20 (12.8)	8 (9.3)	7 (3.9)
Social Sciences	59 (79.0)	130 (83.3)	77 (89.5)	168 (93.8)
	73	156	86	179
Other than Education	8 (13.6)	22 (17.0)	8 (10.4)	19 (11.3)
Education				
Adult Education	30 (50.8)	53 (42.3)	41 (53.2)	94 (56.0)
Other Fields	21 (35.6)	55 (40.7)	28 (36.4)	55 (32.7)
NR	121	147	98	113
NA	70	93	80	104
	264	396	264	396

of 40.7 per cent while holders of master's degrees in other fields of education accounted for 42.3 per cent.

The social sciences were by far the most common category of knowledge in which faculty members were trained and they have become increasingly so as well for master-level as for doctoral-level education. About fifty per cent of the faculty members trained in social sciences had been educated specifically in adult education at the inception of the programs as well as in 1971. Overall nearly 90 per cent of those holding degrees in the social sciences had earned them in some area of education.

Universities Where Adult Education Faculty Members were Trained

Respondents were asked to indicate the name of the university which granted the different degrees stated for directors and professors. These names of institutions were coded by using numbers used by the United States Office of Education. These numbers with some exceptions corresponded grossly to an alphabetical list of institutions within an alphabetical list of states followed by territories. Frequently distributions for each degree-level were processed for each individual cited. A maximum number of four individuals was possible for the contributors, director and professors, of the time of initiation of programs. A maximum number of six such individuals was possible for the faculty members contributing at the time of the survey. In order to find out what universities were most contributing to the training of faculty members of adult education programs, the information for each period, at inception and at present time was combined. Information on institutions having granted the undergraduate degrees to those faculty members was not summarized because the amount of information provided by the respondents was too limited to warrant reaching any conclusions on this variable for either the population or the sample.

Ninety one out of the 162 degrees reported for the initial faculty member(s) in each program had been conferred by a total of 20 institutions. Within this group five institutions had granted over half (50) of the master's and doctor's degrees and so may be regarded as the seminal institutions in the establishment of degree programs for the training of adult educators. These institutions and the number of degrees they had conferred on those who became the first faculty members in other adult education degree training programs are as follows: Ohio State University, 12; University of Chicago, 12; University of Wisconsin, 11; University of Minnesota, 8; and Cornell University, 7.

The comparative figures for the same degrees granted to directors and professors conducting programs at the time of the survey were as follows. Sixteen (16) institutions awarded 180 degrees out of a total of 329. Among them, four institutions accounted for more than half of these degrees:

- University of Wisconsin	41
- Ohio State University	22
- University of Chicago	22

- Florida State University	17	102
- University of Minnesota	(13)	

Six universities have been the principal training institutions for faculty members in adult education both historically and currently. One would furthermore note that three of them have been consistently providing leadership in the training of professors of adult education through the years. The University of Wisconsin appeared to have been the institution to furnish the greater number of faculty members to adult education programs. The Florida State University has moved into fourth place in this ranking within the last decade. It appears that the graduates of these programs who have subsequently become professors of adult education have been admitted to the Commission quite readily. However, it seems that the individuals who become professors in degree programs for training adult educators upon graduation from those institutions which have not been associated with the Commission historically are somewhat less likely to be informed about the Commission or to apply for membership.

The Students

The questionnaire data were organized so as to produce evidence which could be used to answer the following questions: From which institutional segment of the field are the students coming? For what functions are they preparing? How many students are in each program? When was the first of them graduated in each curriculum? What was the number of graduates in each curriculum? Are internships a mandatory part of the curricula? How were the students aided financially?

Institutional Segments of the Field Reflected in the Composition of the Student Body

Even though the small number of institutions offering undergraduate level programs did not yield data which would warrant drawing strong inferences, it should be pointed out that the Cooperative Extension Service as an institutional segment of the field was mentioned three times, and that Public Schools and Business and Industry as segments were mentioned twice.

At the Master's level, Public School was most often ranked first (13 times) followed by Cooperative Extension Service (9 times). Community Colleges were most often mentioned second (11 times) followed by University Extension (9 times). The most popular segments listed for third place were Business and Industry (9 times) followed by Health and Welfare agencies (6 times). University Extension, Health and Welfare agencies, and Religious institutions were all listed six times for fourth place. At the fifth level of importance were Community Colleges (6 times) followed by Religious institutions (5 times).

A similar pattern was observed at the doctoral level with a predominance of University Extension and Community Colleges but with an absence of Cooperative Extension Service as compared with the Master's level where it was the second in line to be ranked first. This pattern of most-often-ranked segments involved five different segments out of 18 possible choices at the Master's level and at the Doctorate level. The gross data on adult education students' previous institutional affiliation are shown in Table 23.

The institutional sources of adult education degree students as ranked by the different institutional degree programs are shown in Table 24.

At the undergraduate level cooperative Extension and the public schools were most often reported as the institutional sources of greatest importance. It should be noted that at least at the undergraduate level the reports appeared to refer to the institutions which would be the most likely employers of the graduates inasmuch as the institutions listed do not generally employ educational personnel who do not have at least a baccalaureate degree.

At the masters degree level the institutional sources of students which were seen as being of first rank are, in decreasing order of importance, public schools, Cooperative Extension, Community Colleges, health and welfare agencies and university extension. Twelve other institutions were mentioned by one to four institutional programs as sources of students with Business and Industry, Religious Institutions and the Armed Forces leading this group.

At the doctoral degree level three adult education institutional segments were of approximately equal importance as sources of graduate students: University Extension, Community Colleges, and the Cooperative Extension Service. In addition Public Schools, Health and Welfare Agencies, and Religious Institutions were also of considerable importance.

TABLE 23

MOST FREQUENTLY NAMED INSTITUTIONAL SEGMENTS REPRESENTED BY STUDENTS CURRENTLY ENROLLED IN MASTERS AND DOCTORAL LEVEL ADULT EDUCATION DEGREE PROGRAMS

Rank	Master's Degree Level		Doctoral Degree Level	
	1st most	2d most	1st most	2d most
1	Public Schools	Cooperative Extension Service	University Extension	Community College
2	Community Colleges	University Extension	Public Schools	University Extension
3	Business & Industry	Health & Welfare Agencies	Public Schools	Business & Industry University Extension
4	University Extension	Health & Welfare Agencies Religious Institutions	University Extension Community Colleges Public Schools Business & Industry	Cooperative Extension Service Health & Welfare Agencies
5	Community Colleges	Religious Institutions	Religious Institutions	Business & Industry Community Colleges

TABLE 24

THE RANKED IMPORTANCE OF VARIOUS INSTITUTIONAL SEGMENTS OF THE ADULT EDUCATION FIELD AS SOURCES OF ADULT EDUCATION DEGREE STUDENTS

Institutional Segment	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
University Extension						5	9	4	6	1	9	7	4	4	1
Cooperative Extension Service	1	1			1	9	4	2	4	1	6	2	3	3	1
Evening Colleges			1				1		2	1	2	1	2		1
Residential Education						1		3		1	1	1	2	2	
Community Colleges						6	11	4		6	8	5	3	4	3
Public Schools	2	1				13	8	5	4	4	3	8	5	4	2
Libraries and Museums						2							1	1	
The Armed Forces				1		1	3	4	3	1		1	1		2
Labor Unions															
Business and Industry		1		1		1	4	9	3	4		2	4	4	3
Health & Welfare Agencies			2			6	1	6	6	3	2	4	3	3	2
Religious Institutions						4	1	4	6	5	3	1	3	1	7
Mass Media			1				1	1		2		1	1	1	2
Voluntary Organizations					1	1	2	3	3	5	1	1			2
Proprietary Schools									2						
Other 1		1			1	4	3	2	3	1	3	1		2	2

TABLE 24 (continued)

Institutional Segment	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Other 2							1		1				1		
Other 3								1	1						
NR	8	7	7	9	8	11	15	6	20	29	7	10	12	16	17
NA	55	55	55	55	55	2	2	2	2	2	21	21	21	21	21

Functions for which the Present Student Body is Preparing

In the questionnaires respondents were asked to estimate the percentages by level of students preparing for five major functions - administration, counseling, research, teaching, further studies. Spaces were provided for the respondents to list two other functions. The results are shown in Table 25.

With the caution that the number of institutions offering undergraduate level degree was severely limited, it was inferred that the categories of Other Functions, Counseling, Teaching and Further Studies in that order are those most prepared for. The "other functions" mentioned were Extension Agent and Program Development, either of which might have been interpreted by other respondents as an elaboration of the administration function. Accordingly, Counseling seemed to emerge as the main function for which undergraduate students in adult education were getting training.

In this case and in the two following, conclusions are based on the highest sum of the products obtained by multiplying the number of institutions suggesting a specific percentage and the percentage they suggested. For example, if only two institutions suggested that 10 per cent of their students were preparing for an administrative post and one institution suggested that 20 per cent of its students were preparing for a counseling post, 20 was computed as total in both cases.

At the Master's level, Teaching and Administration were in that order the functions for which students were pre-

TABLE 25

FUNCTIONS FOR WHICH PRESENT STUDENTS ARE PREPARING AS INDICATED BY THE RELATIVE PERCENTAGE WITHIN LEVELS AND THE NUMBER OF INSTITUTIONAL PROGRAMS FOR EACH PERCENTAGE. UNDERGRADUATE LEVEL.

Percentage	Number of Program-Institutions Functions*						
	1	2	3	4	5	6	7
0	5	4	6	1	4	4	6
5	1	1					
10					1		
20					1	1	
33		1		1		1	
70				2			
NR	5	5	5	5	5	5	5
UK				2			
NA	55	55	55	55	55	55	55

*Functions

1 = Administration
2 = Counseling
3 = Research
4 = Teaching
5 = Further studies
6 = Other 1
7 = Other 2

paring to perform. At the doctoral level, the situation was reversed: Administration and Teaching followed in third place by Research.

Table 25 shows that none of the undergraduate programs were designed to prepare students to engage in research. Two institutional programs were emphasizing preparation for teaching while no other program was attempting to prepare more than 33 per cent of its students for any single function. Evidently even at the undergraduate level adult education degree programs are intended to prepare their students to serve a variety of functions.

Table 26 shows the functions for which adult education masters degree students are preparing. Forty-six of the 57 respondents indicated that they were not preparing their students for careers in research. Administration and teaching careers were the only functions for which four institutions were preparing their students. If it can be assumed that the respondents interpreted the function "further studies" as preparing students to continue with doctoral studies, then 32 institutions expressed no interest in preparing their students for doctoral work.

Table 27 reflects the fact that adult education doctoral students are more likely to have been prepared for administrative positions than for any other function. Teaching is the second most common function for which doctoral students are being prepared. Not surprisingly, further study is the least common function for which the doctoral students are being

TABLE 26

FUNCTIONS FOR WHICH PRESENT STUDENTS ARE PREPARING AS INDICATED BY THE PERCENTAGE WITHIN LEVELS AND THE NUMBER OF INSTITUTIONAL PROGRAMS FOR EACH PERCENTAGE. MASTER'S LEVEL.

Percentage	Number of Program-Institutions					
	Functions*					
	1	2	3	4	5	6
0	6	25	46	11	32	100
3		1				
4		1				
5	4	7	1	2	5	1
7	1					
9					1	1
10	6	14	8	4	5	4
15	2	2	1	1	3	
18	1					
20	5	4	1	3	1	1
25	3			4	2	1
27	1			1		
30	4			3	1	1
32	1					
33	4	2		4	3	
34					1	
35	1					
36						1
40	3			5	2	
50	1			3		

TABLE 26 (continued)

Percentage	Number of Program-Institutions					
	Functions*					
	1	2	3	4	5	6
55	1					
60	4			1		1
65	1			1		
68				1		
70	1			4	1	
75	3			2		1
78				1		
80	1			1		
85				1		1
90		1		2		
95	1					
99	2			2		1
NR	7	7	7	7	7	14
NA	2	2	2	2	2	4

*Functions

1 = Administration
2 = Counseling
3 = Research
4 = Teaching
5 = Further studies
6 = Other. The items "Other function No. 1" and "Other function No. 2" were combined.

TABLE 27

FUNCTIONS FOR WHICH PRESENT STUDENTS ARE PREPARING AS INDICATED BY THE NUMBER OF INSTITUTIONAL PROGRAMS FOR EACH PERCENTAGE--DOCTORAL LEVEL

Per-centage	Number of Institutional Programs by Functions[1]					
	1	2	3	4	5	6
0	2	23	11	6	35	62
5	1	7	7	2	1	1
10		4	7	3		4
12		1				
15			3			1
20			4	4		1
25				2	1	2
26				1		
30	4		3	7		1
33	4	2	2	3		
34				2		
35	1					
37						1
40	3			2		
50	2			4		
52	1					
53	1					
55	2					
60	5					
61	1					
65	1					

TABLE 27 (continued)

Per-centage	Number of Institutional Programs by Functions					
	1	2	3	4	5	6
70	2					
75	3					
80	1					
85						1
90	1					
NR	8	8	8	8	8	16
UK	2			1		
NA	21	21	21	21	21	42

[1] Functions:

1. Administration
2. Counseling
3. Research
4. Teaching
5. Further studies
6. Other. Because of the nature of the responses to the questionnaire the items "Other function No. 1" and "Other function No. 2" were combined.

prepared and even this figure seems to understate the case inasmuch as formal study at the post doctoral level in adult education is rare.

Research ranks third in importance of functions for which doctoral students are being prepared. However, even so only five institutions claim to be preparing 30 per cent or more of their students to perform this function following graduation.

Overall the data indicate that adult education programs at the undergraduate or graduate degree levels are serving to prepare their students for careers in administration or teaching. No other function comes close to being as important as these two although 26 programs profess that they are preparing between five and 33 per cent of their students for research careers.

Number of Adult Education Students

Because data for only six institutions at the undergraduate level was obtained little can be generalized from this information. However, it should be noted that two program-institutions reported a sizeable number of undergraduates. Federal City College declared a total of 600 undergraduates in 1969-70 and also for 1970-71. The Extension Administration program of Ohio State University reported a total of 200 undergraduates for 1969-70 and 181 for 1970-71. These two institutions currently appear to be producing more undergraduates with degrees in adult education than all other institutions as a group are able to do. The numbers of undergraduate students listed by institutional program number are shown in Table 28.

TABLE 28

NUMBER OF ADULT EDUCATION STUDENTS, UNDERGRADUATE LEVEL (ADJUSTED DATA), BY INSTITUTIONAL PROGRAMS

Project No.	1969-70			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total
1	9	2	11	9	0	9
12	200	400	600	(200	400	600)[1]
31	0	0	0	(0	0	0)
32	(24	2	26)	24	2	26
43	(10	0	10)	10	0	10
50	200	0	200	181	0	181
Median	17	1	19	18	0	18

[1] The information in parentheses was added by the authors and the figures provided in the other column were used.

Statistics for 1969-70 and 1970-71 could not be compared directly since some of the six respondents provided figures for one year but not for the other. Should the same level of enrollment of the preceding or subsequent year be used for the missing data provided by responding institutions, the uncorrected medians of 104 and 1 for full time and part time students in 1969-70 and 17 and 0 in 1970-71 would become 17 and 1 in 1969-70 and 18 and 0 in 1970-71.

Table 29 shows the number of students enrolled, on a full and part-time basis, at the masters degree level for 1969-70 and 1970-71. Unfortunately data were obtained from 49 institutions for 1969-70 and from 47 in 1970-71. Accordingly it seems that the level of enrollment was probably at least as high in 1970-71 as in 1969-70.

TABLE 29

NUMBER OF ADULT EDUCATION STUDENTS, MASTER'S LEVEL (Adjusted Data)

Statistics	1969-70			1970-71[1]		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Totals	380	1304	1684	312	1044	1356
Range			0-160			0-150
Mean			34.3			28.8
Median			20			18
Responding			49			47

[1] Information provided for institutional program No. 4 not included.

Azusa Pacific College reported that there were 341 students enrlled in the Family Counselor masters degree program at that institution. Because the data from this institution appeared to be quite unlike that from all other institutions, these data were not included in the summary statistics in Table 29.

Additional data on student enrollment is shown in greater detail in tables 49 through 53 for the individual institutions from the inception of each program to the 1970-71 academic year.

At the doctoral level the summary statistics indicated little change in average enrollments although the median number of students per program declined from 27 to 22. Since the overall enrollments have not changed appreciably, it appears that the decline in students at some institutions was no greater than the overall increase in other institutions. Of the 27 institutions which provided enrollment data for both 1969-70 and 1970-71, twelve showed increases in enrollment and eight reported decreases. One of them, Boston University, doubled an already large enrollment.

As for special programs, 21 were reported. Information on enrollments was provided on seven institutional programs in 1969-70 and 15 in 1970-71. The total number of students in special programs was reported six times higher in 1970-71 than in 1969-70. The average number of special students was three times higher in the latter year than in the former.

Year of First Graduation

Two of the programs deserve special notice. Previous investigators have already called attention to Columbia University which is clearly the pioneer institution at the doctoral level, having granted the first two doctorates in the field in 1935. The Ohio State University undergraduate program is a newcomer to adult education degree program surveys although that institution reported granting its first undergraduate adult education degree in 1920. Subsequently Ohio State conferred its first masters degree in 1926 and its first doctoral degree in adult education in 1938. These data are summarized in Table 30.

TABLE 30

YEAR OF FIRST GRADUATION AND NUMBER OF INSTITUTIONAL PROGRAMS

Year	Number of Institutional Programs		
	Undergraduate level	Master's level	Doctor's level
1920-29	1	1	0
1930-39	0	1	2
1940-49	0	2	5
1950-59	0	7	9
1960-69	0	16	8
1970-71	2	11	4
NR	5	24	16
UK	1	2	0
NA	57	2	22
TOTAL	66	66	66

As would be expected the number of new programs at the doctoral level began slowly and has not shown a rapid rate of increase. However while a total of eight institutions conferred their first doctorates in the decade 1960-69, already in the first years of the decade of the 70's four institutions have already conferred their first doctorates, a fact which may indicate a more rapid rate of increase currently than for any preceding period.

Further, Table 30 shows that although four decades passed without the establishment of a single undergraduate program in adult education, the opening years of the current decade may be signaling a marked increase in efforts at this level.

Number of Graduates to Date

Three institutional programs reported from 0 to 3 undergraduates. A fourth one claimed almost 2000 of those since 1920. Forty universities provided figures for graduates at the Master's level. Most of the Master's granting institutions had conferred between 0 and 29 degrees; seven between 40 and 79 and seven over 100. Thirty institutions produced the doctoral graduates. Half of the doctoral degree granting universities claimed from 0 to 39 doctors, eight between 60 and 99 and one over 100. These data are summarized in Table 31.

Internships

An internship, as it was defined in this survey, may carry with it a tuition scholarship. An intern is expected to devote some portion of his time to supervised program execution in an educational setting. Only one respondent reported such an internship as mandatory. Most of the undergraduate programs offered such internships which are apparently student teaching experiences. Half of the programs at the Master's level offered this option as did most of those at the doctoral level. Table 32 indicates the number and status of internships at three degree levels.

TABLE 31

NUMBER OF GRADUATES TO DATE AND NUMBER OF INSTITUTIONAL PROGRAMS

Number of Students	Number of Institutional Programs		
	Undergraduate level	Master's level	Doctor's level
0	1	5	4
1-9	2	11	9
10-19	0	5	1
20-29	0	6	3
30-39	0	0	4
40-59	0	5	0
60-79	0	2	6
80-99	0	0	2
99-	1	7	1
NR	4	19	11
UK	1	4	3
NA	57	2	22
TOTAL	66	66	66

TABLE 32

NUMBER AND STATUS OF INSTITUTIONAL PROGRAMS WITH INTERNSHIPS

Internship Status	Number of Institutional Programs		
	Undergraduate level	Master's level	Doctor's level
Yes-optional	5	35	33
Yes-mandatory	0	1	0
No	2	19	5
NR	4	10	8
UK	0	0	0
NA	55	1	20

Student Financial Aid

In the questionnaire each institutional program respondent was requested to provide information on the estimated percentage of students at each degree level who were being given four different types of financial aid. Their responses for students at the undergraduate level are shown in Table 33. The respondents were asked to consider the entire student body in a particular program within a degree level as being one hundred per cent. Unfortunately the instructions proved to be unclear to the respondents who submitted data in a variety of ways. Accordingly the reader is cautioned to consider that the authors have made some adjustments to the figures and so they are not precisely in the form in which they were reported.

For the most part financial assistance is extremely limited at the undergraduate level with most adult education undergraduates receiving no aid from the institution they attend. However two institutions reported having scholarships to assit 5 and 8 per cent of their undergraduate students and one other institution indicated that two per cent of the students received some financial assistance through an internship program.

Table 34 is a summary of the kinds and levels of financial assistance provided to master's and doctoral level students.

At the Master's level, as indicated by the figure in the sixth column of the first row of Table 34, no institution reported that it subsidized all its students while at the Doctor's level, as indicated by the figure in the twelfth column, six institutions claimed to be subsidizing all of their doctoral students. Nineteen institutions had almost no subsidization compared with one at the doctoral level. Most master's-level program-institutions offered none of the different categories of financial assistance. Doctoral-level program-institutions, on the other hand, in a general proportion of one to two offered one or the other category of subsidization.

In order to calculate what kind of subsidization is offered most frequently, the number of institutional programs declared for a specific percentage were multiplied by the mid-point of the group in which this percentage was clustered.

TABLE 33

FINANCIAL AID TO STUDENTS AS INDICATED BY THE NUMBER OF INSTITUTIONAL PROGRAMS FOR EACH PERCENTAGE - UNDERGRADUATE LEVEL

Percentage of Students Aided	Number of Institutional Programs					
	Fellowship	Scholarship	Assistantship	Internship	No Assistance	Total Percentage
0	3	2	2	3		2
2						
5			1			
8		1				
37					1	
42						1
46					1	
54						1
100					1	1
NR	8	8	8	8	8	8
NA	55	55	55	55	55	55
UK						1

TABLE 34

FINANCIAL AID TO STUDENTS AS INDICATED BY THE NUMBER OF INSTITUTIONAL PROGRAMS FOR GROUPED PERCENTAGES - GRADUATE LEVELS

Percentage Range	Number of Institutional Programs											
	Master's Level						Doctor's Level					
	F	S	A	I	N	T	F	S	A	I	N	T
0	39	39	27	0	0	0	13	23	4	21	6	0
1-9	6	6	10	3	6	1	9	4	13	6	5	3
10-19	1	0	8	5	7	1	3	3	7	3	3	2
20-29	2	2	0	0	4	1	1	0	0	0	7	2
30-39	0	0	0	1	6	9	2	0	3	0	4	3
40-49	0	0	0	0	2	4	2	0	2	0	2	3
50-59	0	0	1	0	3	5	0	0	1	0	1	6
60-69	0	1	1	0	2	3	0	0	0	0	1	7
70-79	0	0	1	0	1	3	0	0	0	0	1	1
80-89	0	0	0	0	1	1	0	0	0	0	0	2
90-99	0	0	0	0	7	2	0	0	0	0	0	1
100	0	0	0	0	10	18	0	0	0	0	0	0
NR						16						14
NA						2						22

F = Fellowship
S = Scholarship
A = Assistantship
I = Internship
N = No assistance
T = Total percentage

Thus, the six institutions in column 2 and row 2 of Table 34 represented a factor 6 which was multiplied by 5 representing the mid-point between 1 and 9. The products of these mid-point percentages and the number of program-institutions were then summed up by columns (column 2 to 5 and columns 8 to 11). The results are shown in Table 35.

TABLE 35

RELATIVE FREQUENCY OF TYPES OF STUDENT SUBSIDIZATION PROVIDED AT THE MASTERS AND DOCTORS DEGREE LEVELS

Percentage of Students Aided	Master's Level				Doctor's Level			
	F	S	A	I	F	S	A	I
1-9	30	30	50	15	45	20	65	30
10-19	15	0	120	75	45	45	105	45
20-29	50	50	0	0	25	0	0	0
30-39	0	0	0	35	70	0	105	0
40-49	0	0	0	0	90	0	90	0
50-59	0	0	55	0	0	0	55	0
60-69	0	65	65	0	0	0	0	0
70-79	0	0	75	0	0	0	0	0
	95	145	465	125	275	65	420	75

These calculations lead to the conclusion that assistantships are the most commonly used form of financial aid to adult education students. Scholarships were second in order of importance at the master's level and fellowships were the second most frequently used method of aiding doctoral level students.

Detailed Questionnaire Data

Tables 15 through 35 were designed to present the survey data in summarized form so that the reader would have an overview of the characteristics of the data collected. In Tables 36 through 56 data are presented in detail to enable the reader to examine the findings on an institution-by-institution basis.

Location of Institutions Offering Training

In Table 15 the names and states of location of all of the institutions conducting degree programs for the training of adult educators were given. The purpose of Table 36 is to provide a listing of the cities where these individual programs are conducted. The names of the directors of these programs and their mailing addresses are given in Appendix B together with a map showing the distribution of these programs across the United States.

Institutional Program Types

In Table 37 the institutional program number used to represent each program in subsequent tables are provided. The four most common terms used to designate different adult education degree training programs are shown as is the membership status of the director of each program in the Commission of the Professors of Adult Education.

A total of 17 institutions are shown as not having representation on the Commission of the Professors of Adult Ecucation. In the case of Florida Atlantic University, the program is apparently so new that the membership status of the director is likely to have changed by the time this summary

TABLE 36

INSTITUTIONS OFFERING DEGREE PROGRAMS FOR TRAINING ADULT EDUCATORS, LISTED BY STATES (N = 59)

State	Institution	City
AL	Auburn University	Auburn
AZ	Arizona State University	Tempe
	University of Arizona	Tucson
CA	Azusa Pacific College	Azusa
	San Francisco State College	San Francisco
	United States International University[1]	San Diego
	University of California, Berkeley	Berkeley
	University of California, Los Angeles	Los Angeles
CO	Colorado State University	Fort Collins
CT	University of Connecticut	Storrs
DC	Federal City College	Washington
	George Washington University	Washington
	Howard University	Washington
FL	Florida Atlantic University	Boca Raton
	Florida State University	Tallahassee
	University of South Florida	Tampa
GA	Georgia Southern College	Statesboro
	University of Georgia	Athens
IL	University of Chicago	Chicago
IN	Ball State University[1]	Muncie
	Indiana University, Bloomington	Bloomington
IA	Iowa State University	Ames
	University of Iowa	Iowa City

TABLE 36 (continued)

State	Institution	City
KS	Kansas State University	Manhattan
KY	Morehead State University	Morehead
LA	Louisiana State University, Baton Rouge	Baton Rouge
	New Orleans Baptist Theological Seminary	New Orleans
MD	Morgan State College	Baltimore
	University of Maryland	College Park
MA	Boston University	Boston
MI	Michigan State University	East Lansing
	University of Michigan	Ann Arbor
	Western Michigan University	Kalamazoo
MS	Mississippi State University	State College
MO	University of Missouri, Columbia	Columbia
NB	University of Nebraska	Lincoln
NY	City University of New York, City College	New York
	Columbia Teachers College	New York
	SUNY College of Agriculture, Cornell	Ithaca
	SUNY State University, Albank	Albany
	Syracuse University	Syracuse
	University of Rochester	Rochester
NC	North Carolina State University, Raleigh	Raleigh
	University of North Carolina, Chapel Hill	Chapel Hill
OH	Ohio State University	Columbus
OR	Oregon State University	Corvallis
SC	University of South Carolina	Columbia

TABLE 36 (continued)

State	Institution	City
SD	North American Baptist Seminary	Sioux Falls
TN	Memphis State University	Memphis
TX	South Western Baptist Theological Seminary	Fort Worth
UT	University of Utah	Salt Lake City
VA	Virginia Polytechnic Institute	Blacksburg
WA	Seattle University	Seattle
	Washington State University	Pullman
	Western Washington State College	Bellingham
WI	University of Wisconsin, Madison	Madison
	University of Wisconsin, Milwaukee	Milwaukee
WY	University of Wyomin	Laramie

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[1] These two institutions did not respond to the survey but were included in the list because they are represented in the membership of the Commission of the Professors of Alult Education.

TABLE 37

ADULT EDUCATION DEGREE PROGRAMS

Institutional Program Number	State	Institution	Program[1] Type	CPAE Member[2]
1	AL	Auburn University	1	1
2	AZ	Arizona State University	1	1
3		University of Arizona	1	1
4	CA	Azusa Pacific College	2	2
5		Azusa Pacific College	4	2
6		San Francisco State College	1	2
7		United States International University	NR	1
8		University of California, Berkeley	1	1
9		University of California, Los Angeles	1	1
10	CO	Colorado State University	1	1
11	CT	University of Connecticut	1	1
12	DC	Federal City College	2	1
13		George Washington University	1	1
14		George Washington University	5	1
15		Howard University	1	1
16	FL	Florida Atlantic University	1	2
17		Florida Atlantic University	5	2
18		Florida State University	1	1
19		University of South Florida	1	1
20	GA	Georgia Southern College	1	1
21		University of Georgia	1	1
22	IL	University of Chicago	1	1

TABLE 37 (continued)

Institutional Program Number	State	Institution	Program[1] Type	CPAE Member[2]
23	IN	Ball State University	NR	1
24		Indiana University, Bloomington	1	1
25	IA	Iowa State University	1	1
26		University of Iowa	1	1
27	KS	Kansas State University	1	2
28	KY	Morehead State University	1	1
29	LA	Louisiana State University, Baton Rouge	4	2
30		New Orleans Baptist Theological Seminary	1	2
31	MD	Morgan State College	1	2
32		University of Maryland	4	1
33	MA	Boston University	1	1
34	MI	Michigan State University	1	1
35		University of Michigan	2	1
36		Western Michigan University	5	2
37	MS	Mississippi State University	1	1
38	MO	University of Missouri, Columbia	1	1
39	NB	University of Nebraska	1	1
40	NY	City University of New York, City College	1	1
41		Columbia Teachers College	1	1
42		SUNY College of Agriculture, Cornell	4	1
43		SUNY College of Human Ecology, Cornell	5	2
44		State University of New York, Albany	1	1
45		Syracuse University	1	1

TABLE 37 (continued)

Institutional Program Number	State	Institution	Program[1] Type	CPAE Member[2]
46	NY	University of Rochester	1	2
47	NC	North Carolina State University, Raleigh	1	1
48		University of North Carolina	1	1
49	OH	Ohio State University	1	1
50		Ohio State University	1	1
51		Ohio State University	3	1
52	OR	Oregon State University	1	2
53	SC	University of South Carolina	1	1
54	SD	North imerican Baptist Seminary	1	2
55	TN	Memphis State University	1	1
56	TX	South Western Baptist Theological Seminary	1	2
57	UT	University of Utah	1	1
58	VA	Virginia Polytechnic Institute	1	1
59	WA	Seattle University	1	2
60		Washington State University	4	1
61		Western Washington State College	1	2
62	WI	University of Wisconsin, Madison	1	1
63		University of Wisconsin, Milwaukee	1	1
64		University of Wisconsin, Madison	3	1
65		University of Wisconsin, Madison	4	1

TABLE 37 (continued)

Institutional Program Number	State	Institution	Program[1] Type	CPAE Member[2]
66	WY	University of Wyoming	1	1

[1] Program designation

1 = Adult Education or equivalent	(49)
2 = Community Development	(3)
3 = Extension Administration	(2)
4 = Extension Education	(6)
5 = Other phrases	(4)
NR = No Response	(2)

[2] Programs conducted by CPAE members

1 = Yes	(49)
2 = No	(17)

has been distributed. In addition, a professor in any program which was entirely undergraduate would not be eligible for Commission membership under the present rules of that organization. The director of the program at Louisiana State University is now a member of the Commission. Nevertheless, if the major purpose of the Commission is to improve the teaching of adult education in institutions of higher education, it becomes obvious that the Commission's influence is sorely restricted by the fact that slightly over one-fourth of the degree programs for training adult educators are not formally associated with this professional organization.

The variety of terms which are used to describe the adult education degree programs at each of the institutions responding positively to the questionnaire are shown in Table 38. Although "adult education" is still the most popular single term, it should be noted that an individual wishing to increase his competence in teaching, administration, or research in the field of adult education may find that he will be registering in courses carrying somewhat different titles such as community development, extension administration, community education, educational services, or human resource development.

The authors, in reading the literature which is developed by the National Community School Education Association, have remained somewhat uncertain regarding whether programs designed to train individuals to administer programs in community schools should be considered as programs which are

TABLE 38

INSTITUTIONAL DEGREE PROGRAMS FOR TRAINING ADULT EDUCATORS, LISTED BY PROGRAM TYPE

Institutional Program Number[1]	State	Institution
A. ADULT EDUCATION (N = 28)		
1	AL	Auburn University
2	AZ	Arizona State University
6	CA	San Francisco State College
8	CA	University of California, Berkeley
9	CA	University of California, Los Angeles
11	CT	University of Connecticut
13	DC	George Washington University
16	FL	Florida Atlantic University
18	FL	Florida State University
20	GA	Georgia Southern College
21	GA	University of Georgia
22	IL	University of Chicago
24	IN	Indiana University, Bloomington
26	IA	University of Iowa
27	KS	Kansas State University
30	LA	New Orleans Baptist Theological Seminary
31	MD	Morgan State College
33	MA	Boston University
37	MS	Mississippi State University
39	NB	University of Nebraska
45	NY	Syracuse University

TABLE 38 (continued)

Institutional Program Number[1]	State	Institution
48	NC	University of North Carolina
49	OH	Ohio State University
52	OR	Oregon State University
55	TN	Memphis State University
62	WI	University of Wisconsin, Madison
63	WI	University of Wisconsin, Milwaukee
66	WY	University of Wyoming
B. EQUIVALENT TERM OF ADULT EDUCATION (N = 21)		
Adult and Community College Education		
47	NC	North Carolina State University, Raleigh
Adult and Community Education		
40	NY	City University of New York, City College
Adult and Continuing Education		
3	AZ	University of Arizona
15	DC	Howard University
28	KY	Morehead State University
41	NY	Columbia Teachers College
53	SC	University of South Carolina
58	VA	Virginia Polytechnic Institute
Adult and Extension Education		
25	IA	Iowa State University

TABLE 38 (continued)

Institutional Program Number[1]	State	Institution
Adult and Higher Education		
38	MO	University of Missouri, Columbia
Adult and Vocational Education		
19	FL	University of South Florida
50	OH	Ohio State University
Adult Basic and Continuing Education		
44	NY	State University of New York, Albany
Adult Education Administration		
57	UT	University of Utah
59	WA	Seattle University
61	WA	Western Washington State College
Adult Religious Education		
56	TX	South Western Baptist Theological Seminary
Continuing Education		
10	CO	Colorado State University
34	MI	Michigan State University
46	NY	University of Rochester
54	SD	North American Baptist Seminary
C. COMMUNITY DEVELOPMENT (N = 3)		
4	CA	Azusa Pacific College
12	DC	Federal City College

TABLE 38 (continued)

Institutional Program Number[1]	State	Institution
35	MI	University of Michigan
D. EXTENSION ADMINISTRATION (N = 2)		
51	OH	Ohio State University
64	WI	University of Wisconsin, Madison
E. EXTENSION EDUCATION (N = 6)		
5	CA	Azusa Pacific College
29	LA	Louisiana State University, Baton Rouge
32	MD	University of Maryland
42	NY	SUNY College of Agriculture, Cornell
60	WA	Washington State University
65	WI	University of Wisconsin, Madison
F. OTHER (N = 4)		
Community Education		
17	FL	Florida Atlantic University
36	MI	Western Michigan University
Educational Services		
43	NY	SUNY College of Human Ecology, Cornell
Human Resource Development		
14	DC	George Washington University

TABLE 38 (continued)

Institutional Program Number[1]	State	Institution
G. NO RESPONSE (N = ~~2~~2)		
7	CA	United States International University
23	IN	Ball State University

designed to train adult educators. Only two institutions, Florida Atlantic University and Western Michigan University, are listed in Table 38 as "community education" programs for training adult educators. It is known that approximately 12 institutions now provide training programs at the graduate level for individuals preparing to work in or to establish community schools. Yet, the majority of these programs were not reported by the institutions which conduct them. Perhaps this absence may be an indication of the schizophrenia of the field in that some of the community school proponents are members of both the National Community School Education Association and another general adult education group such as the Adult Education Association of the U.S.A. or the National Association for Public Continuing and Adult Education but the majority belong only to their own special organization.

Date of Initiation of Degree Programs

In Table 17 the summary data on periods in which various kinds of programs were established are shown. Table 39 is the detailed listing of the year each program at each degree level was initiated at each institution. Fourteen institutions award the Master of Ecucation degree; two offer the Master of Religious Education and one gives the Master of Extension degree. As was pointed out previously, the wisdom of degree programs in adult education awarding a variety of different kinds of special degrees may be questioned. If potential employers are to be expected to honor the competence levels indicated by different degrees, then the standardization

TABLE 39

CURRICULA. DEGREES OFFERED AND YEAR OF INCEPTION[1]

Institutional Program Number[2]	Undergraduate Level		Master's Level			Doctor's Level		Special Degrees
	B.A.	B.S.	M.A.	M.S.	Other	Ed.D.	Ph.D.	
1		68		68		71		
2			65			65	65	
3			70		M.Ed. 70			
4			71					
5			69					
6			NR					
7	NR	NR	NR	NR	NR	NR	NR	NR
8			47			47	47	
9			46			46	68	
10					M.Ed. 60			
11			UK				UK	
12	UK							
13			55			55		Ed.S. 55
14			55			55		ED.S. 55
15			65		M.Ed. 68			CAS 68
16			64			70		
17			64			71		
18			58	58		58	58	
19			68					
20					M.Ed. 71			
21			67	67		67		

TABLE 39 (continued)

Institutional Program Number[2]	Undergraduate Level		Master's Level			Doctor's Level		Special Degrees
	B.A.	B.S.	M.A.	M.S.	Other	Ed.D.	Ph.D.	
22			35				35	CAS NR
23	NR	NR	NR	NR	NR	NR	NR	NR
24			48	48		48	48	
25				UK			58	
26			48				48	
27				70			69	
28			70					
29				50		69		
30					MRE NR	NR		Ed.S. NR
31		NR		NR				
32		UK		UK			69	AGS NR
33					M.Ed. 60	60		CAG 60
34			61			56	56	Ed.S. 66
35			46	46		46	46	
36			53			66		Ed.S. 66
37					M.Ed. 68	68		CSP 68
38				66		70	70	Ed.S. NR
39			60				60	
40				67				
41			30			30	30	DIP NR
42				49		54	49	

TABLE 39 (continued)

Institutional Program Number[2]	Undergraduate Level		Master's Level			Doctor's Level		Special Degrees
	B.A.	B.S.	M.A.	M.S.	Other	Ed.D.	Ph.D.	
43		71						
44				69				
45			52	52		52	52	CAS 52
46				68				
47				64	M.Ed. 64	64		
48			65		M.Ed. 65		65	
49			43				50	
50		NR		NR			NR	
51		NR		NR			NR	
52					M.Ed. 68	68		
53					M.Ed. 70			
54			71					
55					M.Ed. 71			
56					MRE NR	71		
57					M.Ed. UK	UK		CER UK
58				71		71		
59			NR	NR	M.Ed. NR			
60					M.Ex. 61			
61					M.Ed. UK			
62			51	51			53	
63				65				SPC 68
64		NR		UK			54	

TABLE 39 (continued)

Institutional Program Number[2]	Undergraduate Level		Master's Level			Doctor's Level		Special Degrees
	B.A.	B.S.	M.A.	M.S.	Other	Ed.D.	Ph.D.	
65	NR			54			54	
66			56			56	56	
Responding	1	3	30	21	17	27	24	15
NR	2	7	4	6	2	3	4	2
NA	63	56	32	39	47	36	38	49

[1] Only Florida State University offered the Advanced M.A. which was initiated in 1958.

[2] See Table 37 for Institutional Program Number Key.

of the names of the degrees would facilitate the development of public acceptance of these designations.

Admission Requirements

Table 40 shows the official position taken in each institutional program regarding the question of whether the masters degree is a prerequisite for admission to the doctoral program. Also the number of credit hours earned at other institutions a student is permitted to apply toward meeting the requirements for the doctorate are shown.

For a majority of the institutions reporting, a student is permitted to enroll in the doctoral program without first earning the masters degree. No information was collected to reveal whether the students who were working toward their doctorates with just a bachelor's degree at the beginning of their graduate program do, in fact, manage to secure a masters degree almost incidentally en route to the doctorate.

Internships

Internships have been required in the medical field because students come to their professional training devoid of experience in that profession. Such is not the case in fields such as adult education in which the typical graduate student has had several years of practical work experience, often as a practicing adult educator, after finishing his undergraduate work and before beginning a graduate study program. The necessity of providing actual field experience then in adult education degree programs may be related to the age,

TABLE 40

DOCTORAL PROGRAM ADMISSION REQUIREMENTS AND TRANSFER CREDIT ACCEPTANCE

Institutional Program Number[1]	Master's Degree Required	Number of Hours Transferable
1	1	12
2	1	NR
3	NR	NR
4		
5		
6	NR	NR
7	NR	NR
8	1	NR
9	2	NR
10		
11	2	NR
12		NR
13	1	0
14	NR	
15		
16	2	NR
17	2	NR
18	2	NR
19	1	
20		
21	2	NR
22	2	NR
23	NR	NR

TABLE 40 (continued)

Institutional Program Number[1]	Master's Degree Required	Number of Hours Transferable
24	2	9
25	1	54
26	1	NR
27	1	NR
28		
29	NR	NR
30	1	NR
31		
32	1	NR
33	1	15
34	1	13
35	2	NR
36	2	45
37	1	6
38	2	NR
39	2	45
40		
41	2	38
42	2	25
43		
44	2	NR
45	2	NR
46	2	
47	1	NR

TABLE 40 (continued)

Institutional Program Number[1]	Master's Degree Required	Number of Hours Transferable
48	2	9
49	2	NR
50	2	45
51	2	45
52	2	NR
53		
54		
55		
56	1	12
57	2	9
58	1	
59		
60		
61		
62	2	NR
63		
64	2	36
65	2	NR
66	1	~~8~~
Responding	43 (1 = Yes : N = 17) (2 = No : N = 26)	18
NR	6	28
NA	17	20

---

[1] See Table 37 for Institutional Program Number Key.

experience and maturity of the individual students. Table 41 shows on an individual institutional basis whether or not an internship is offered, and, if offered, whether or not it is mandatory.

As will be noted in Table 41 the internship option is provided for over 80 per cent of the doctoral programs, over 60 per cent of the master's programs and for over 80 per cent of the undergraduate programs. In only one case was the internship reported to be mandatory. Perhaps if the degree programs manage to recruit a progressively younger and inexperienced student group there may be a need to reexamine the policy which may now be well suited to the older students.

Credit Hour Requirements

Each of the institutions was requested to report how many credit hours of courses in adult education were required at each degree level and the total number of credit hours for all kinds of courses for each degree level. The responses are shown in Table 42.

The most striking aspect of the tabulation of credit hours required is the extreme range shown in the number of semester hours in adult education courses at each level. For the most part the reporting institutions had fairly low adult education credit hour requirements, a situation which might indicate that their students took appreciably more of the graduate courses outside of adult education than within. However, at the upper extreme of the range, Institutional Program Number 49 (Ohio State University) reported that a

TABLE 41

INTERNSHIPS BY TYPE,* DEGREE LEVEL AND INSTITUTION

Institutional Program Number[1]	Undergraduate Level	Master's Level	Doctor's Level
1	1	1	1
2		1	1
3		1	1
4		1	
5		3	
6		3	
7	NR	NR	NR
8		1	1
9		NR	1
10		3	
11		1	1
12	1		
13		3	1
14		NR	NR
15		1	
16		NR	NR
17		NR	NR
18		1	1
19		1	1
20		1	
21		1	1
22		1	1
23	NR	NR	NR

TABLE 41 (continued)

Institutional Program Number[1]	Undergraduate Level	Master's Level	Doctor's Level
24		1	1
25		3	3
26		3	1
27		1	1
28		3	
29		1	1
30		NR	3
31	NR	NR	
32	3	3	3
33		1	1
34		1	1
35		1	1
36		3	1
37		3	1
38		1	1
39		1	1
40		1	
41		1	1
42		NR	NR
43	1		
44		3	
45		1	1
46		3	
47		3	1

TABLE 41 (continued)

Institutional Program Number[1]	Undergraduate Level	Master's Level	Doctor's Level
48		1	1
49		1	1
50	1	1	1
51	1	1	1
52		3	NR
53		3	
54		3	
55		1	
56		1	1
57		3	3
58		3	3
59		1	
60		3	
61		1	
62		1	1
63		2	
64	NR	1	1
65	NR	1	1
66		1	1
*Types:			
1 = Yes optional	5	35	34
2 = Yes mandatory	0	1	0
3 = No	1	19	5
NR	5	9	7
NA	55	2	20

---

[1] See Table 37 for Institutional Program Number Key.

TABLE 42

NUMBER OF SEMESTER HOURS OF "COURSES";[1] TOTAL AND ADULT EDUCATION ONLY, BY LEVEL AND INSTITUTIONAL PROGRAM

Institutional Program Number[2]	Total Semester Hours of "Courses"				Semester Hours of Adult Education Courses			
	1	2	3	4	1	2	3	4
1	158	36		68	36	12		12
2		30		60		12		13
3		155	100	70		30	30	30
4		36				36		
5		34				34		
6		30				4		
7	NR	NR	NR	NR	NR	NR	NR	NR
8		36				NR		NR
9		27		NR		9		9
10		30				10		
11		24	NR	NR		9	NR	NR
12	48	24			NR	NR		
13		33		NR		NR		NR
14		NR	NR	NR		NR	NR	NR
15		32				NR		
16		NR	NR	NR		NR	NR	NR
17		NR	NR	NR		NR	NR	NR
18		36	60	24		12	25	15
19		45		75		20		NR
20		45				18		
21		45	90	45		12	18	18

TABLE 42 (continued)

Institutional Program Number[2]	Total Semester Hours of "Courses"				Semester Hours of Adult Education Courses			
	1	2	3	4	1	2	3	4
22		30	90	60		9	18	9
23	NR	NR	NR	NR	NR	NR	NR	NR
24		36	90			18	45	
25		30		54		6		8
26		30		60		10		10
27		30		60		15		50
28		30				15		
29		30	60	30		12	24	12
30		66		64		2		32
31	NR	NR			NR	NR		
32	NR	30		NR	8	12		NR
33		36		60		18		24
34		30		60		12		16
35		30	60	30		6	12	8
36		30	90	60		15	27	12
37		30		80		15		24
38		32	90	60		16	45	30
39		36	90			9	32	
40		30				27		
41		32	90			12	NR	
42		30	80	50		12	25	18
43	55				20			
44		30				9		

TABLE 42 (continued)

Institutional Program Number[2]	Total Semester Hours of "Courses"				Semester Hours of Adult Education Courses			
	1	2	3	4	1	2	3	4
45		30	90	60		18	18	18
46		36				10		
47		36		50		18		18
48		30	48	18		NR	NR	NR
49		30	90	60		30	90	60
50	130	30	90	60	4	15	20	15
51	130	30	90	60	4	15	20	15
52		10	NR	NR		10	NR	NR
53		33				12		
54		60				NR		
55		33				18		
56		66		56		10		18
57		30	90	60		10	20	10
58		30		NR		12		NR
59		30				15		
60		32				12		
61		48				15		
62		22	58	36		9	21	12
63		33				12		
64	124	26	70	45	15	12	25	15
65	124	26	70	45	15	12	25	15
66		30		40		NR		NR

TABLE 42 (continued)

Institutional Program Number[2]	Total Semester Hours of "Courses"				Semester Hours of Adult Education Courses			
	1	2	3	4	1	2	3	4
Responding	7	59	21	31	7	52	19	29
NR	4	6	7	11	4	13	9	14
NA	55	1	38	24	55	1	38	23
Range	48-158	10-155	48-100	18-80	4-36	2-36	12-90	8-60
Mean	110	35	80	53	14	14	28	18
Median	117	30	87	58	13	13	24	15

[1] Levels:
1 = Undergraduate level.
2 = Master's level.
3 = Doctor's level after an undergraduate degree.
4 = Doctor's level after a Master's degree.

[2] See Table 37 for Institutional Program Number Key.

doctorate could be earned by taking courses exclusively in adult education. The next highest number of adult education course hours was 45 for Institutional Program Number 24 (Indiana University) and in this case these courses constituted exactly half of the full credit hour requirement for students working for a doctorate after having completed an undergraduate degree. In general the adult education courses which are required appear to be about 3 to 4 in number for the masters degree level with approximately 4 to 5 additional courses for those going on for the doctorate.

Degree Program Emphases

The questionnaire used in this survey called for the respondent to indicate the relative importance of each of 17 program areas for their own degree programs. Four additional opportunities were provided for the respondents to volunteer additional program area emphases if they wished to do so. Table 43 shows the specific emphases reported by each institution for each degree level and for each program. These data were presented in a summary in Table 20.

As is shown in Table 43 the undergraduate programs are primarily oriented toward vocational technical education and seem to be designed primarily for the preparation of teachers, although community development and continuing education for the professions are of primary concern to two of the baccalaureate programs.

TABLE 43

ADULT EDUCATION PROGRAM AREA EMPHASES[1] RANKED WITHIN DEGREE LEVELS

Institutional Program Number[2]	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	21	1	9	10	6	21	1	6	9	10	10	21	11	7	9
2						10	22	23	12	1	10	22	23	12	1
3						7	6	1	11	NR	7	6	1	11	NR
4						4	5	17	NR	NR					
5						9	7	NR	NR	NR					
6						NR	NR	NR	NR	NR					
7	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
8						4	6	8	14	NR	4	6	8	14	16
9						6	15	11	21	12	6	15	11	21	12
10						10	9	6	1	16					
11						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
12	NR	NR	NR	NR	NR										
13						10	4	9	NR	NR	10	4	9	NR	NR
14						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
15						1	2	3	10	6					
16						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
17						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
18						1	6	7	10	11	1	6	7	10	11
19						NR	NR	NR	NR	NR					
20						10	1	6	9	21					
21						1	18	6	21	9	7	6	9	10	16

TABLE 43 (continued)

Institutional Program Number[2]	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22						10	9	11	1	4	13	11	12	1	5
23	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
24						4	1	12	14	NR	4	12	1	14	NR
25						7	10	9	16	18	7	10	9	16	18
26						7	8	9	14	NR	7	8	9	14	NR
27						1	9	21	7	[illegible]	1	9	21	7	NR
28						1	9	21	6	11					
29						10	12	11	13	4	9	10	12	11	4
30						1	15	NR	NR	NR	1	15	NR	NR	NR
31	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR					
32	7	9	6	16	17	10	11	9	16	18	10	11	9	16	18
33						10	12	13	11	6	11	12	13	10	6
34						1	12	7	8	15	13	7	1	6	10
35						6	10	11	18	NR	6	10	11	18	NR
36						17	14	10	1	6	11	3	10	7	6
37						1	10	11	17	16	10	11	6	NR	NR
38						10	9	7	6	1	10	9	7	6	1
39						6	16	21	19	10	10	7	21	6	16
40						18	1	2	9	10					
41						10	1	3	20	16	10	7	11	6	1
42						7	9	10	11	6	7	9	10	11	6
43	6	8	14	19	15										

TABLE 43 (continued)

Institutional Program Number[2]	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
44						NR	NR	NR	NR	NR					
45						10	11	12	9	13	10	13	11	12	9
46						21	17	19	NR	NR					
47						9	10	12	6	16	10	9	12	16	6
48						7	14	18	6	10	7	18	10	17	9
49						10	12	1	7	18	7	10	12	9	1
50	21	9	NR	NR	NR	21	9	NR	NR	NR	21	9	NR	NR	NR
51	NR	NR	NR	NR	NR	10	11	16	6	7	10	11	16	6	7
52						10	6	9	11	14	NR	NR	NR	NR	NR
53						10	11	9	1	6					
54						NR	NR	NR	NR	7					
55						9	10	11	1	6					
56						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
57						8	11	14	16	17	2	3	8	16	17
58						12	10	11	16	6	7	12	16	18	10
59						NR	NR	NR	NR	NR					
60						10	11	9	1	6					
61						6	10	11	NR	NR					
62						10	12	20	6	1	10	12	20	6	1
63						12	10	1	9	6					
64	NR	NR	NR	NR	NR	7	21	9	6	16	7	9	21	16	6
65	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

TABLE 43 (continued)

Institutional Program Number[2]	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
66						6	1	17	10	7	6	1	17	10	7
Responding	4	4	3	3	3	50	50	47	43	38	36	36	34	32	25
NR	7	7	8	8	8	14	14	17	21	26	9	9	11	13	18
NA	55	55	55	55	55	2	2	2	2	2	21	21	21	21	21

[1] Program Emphasis code:

1. Adult Basic Education
2. English as a 2nd language
3. Reading
4. Other ABE 1
5. Other ABE 2
6. Community Development
7. Continuing Education for Professions
8. Continuing Education for Women
9. Curriculum and Content
10. Program Planning
11. Evaluation
12. Other Curriculum and Content 1
13. Other Curriculum and Content 2
14. Education for Aging
15. Education for Family Life
16. Education for Public Responsibility
17. Education for Self Fulfilment
18. Education for Social Responsibility
19. Health Education
20. Recreational Education
21. Vocational Technical Education

[2] See Table 37 for Institutional Program Number Key.

Academic Preparation of Adult Education Faculty

The fields of academic preparation of faculty members in adult education degree programs are shown in Table 44.

Nearly half of the individuals having doctorates at the time the various programs were initiated had earned them in adult education (41 of 86). At the time of the survey there were 179 doctoral degrees reported for the faculty in the 66 institutional programs and of that number 92 had been earned in adult education. Apparently in hiring adult education faculty members there is a willingness to employ individuals whose academic preparation is in administration, psychology or counseling, higher education, or simply in any sub-field of education.

The movement from the cooperative extension service into faculty positions in adult education may be indicated by the fact that about 10 per cent of the masters degrees held by individuals who are now faculty members in adult education were earned in agriculture and in agriculture or extension education.

It is clear that the professors of adult education in the United States are a heterogeneous lot with regard to their academic preparation at both the masters and doctors degree levels. Whether the tendency to regard doctoral level academic preparation in fields other than adult education as perfectly appropriate for adult education faculty members will persist is questionable. It seems more likely that as the number of available well trained persons holding doctorates in the field

TABLE 44

NUMBER OF FACULTY MEMBERS HAVING GRADUATED IN VARIOUS FIELDS OF STUDY

Field of studies[1]	Master's degree		Doctor's degree	
	At inception	At time of survey	At inception	At time of survey
11800	0	0	0	1
20800	0	3	0	2
20808	0	1	0	0
22100	0	1	1	1
30200	0	1	0	0
40000	0	5	1	2
40200	0	0	0	1
40400	1	3	0	0
40408	1	1	0	0
40500	5	20	10	19
40501	30	53	41	94
40502	1	1	1	2
40504	2	2	1	2
40505	4	17	4	14
40506	6	11	7	11
40507	0	0	3	6
40508	2	3	2	1
40509	1	1	0	0
40800	0	1	0	0
40900	3	3	2	2
41500	1	3	0	2
41600	1	1	0	1
41601	0	0	2	2
41602	0	1	0	0
41800	1	2	3	9
41808	0	1	5	5
50000	11	15	0	0
50501	3	4	3	2
	73	156	86	179
NR	121	147	98	113
NA	70	93	80	104
	264	396	264	396

---

[1] Code:

The first digit symbolizes general categories of knowledge.
1 = Biological sciences
2 = Humanities
3 = Physical sciences
4 = Social sciences
5 = Professional studies

The second and third digits symbolize a classification of those disciplines generally distributed to the various departments of higher education institutions. For example, 118 symbolizes a degree held in the category of biological sciences and specifically in psychiatry.

118 = BS Psychiatry
208 = H English language and literature
221 = H Philosophy
302 = PS Chemistry
400 = SS No classification provided or possible
402 = SS Anthropology
405 = SS Education
408 = SS Geography
409 = SS History
415 = SS Political Science
416 = SS Psychology
418 = SS Sociology
500 = PS No classification provided or possible
505 = PS Education in professional field

The fourth and fifth digits indicate a sub-classification. Hence 40501 symbolizes a degree for studies done in social science (4), specifically in education (05) and finally in adult education (01). The following sub-classifications were used:

in education
40500 = Education with no field specified
40501 = Adult Education
40502 = Curriculum
40504 = Sociology
40505 = Administration
40506 = Psychology or Counseling
40507 = Higher Education
40508 = Measurement and Evaluation
40509 = Language and Reading

in psychology
41601 = Clinical
41602 = Social Psychology

in agriculture
50501 = Agricultural Education, Extension Education

increases, the tendency to employ those trained in other fields as adult education professors will be reduced.

Institutions Preparing Adult Education Professors

Table 45 shows that a relatively small number of institutions have apparently exerted a marked influence on the staffing of adult education degree programs. Four institutions have conferred 10 or more of the doctorates to individuals who are now serving as adult education professors and one of these institutions has provided the doctoral training for 25 of the 175 faculty members for whom doctoral degree information was collected. Although many institutions have conferred a masters or doctor's degree on an individual who is now serving as an adult education faculty member, the overwhelming majority of these institutions have so far exerted only minimal influence on the preparation of adult education professors as a group.

Number of Faculty Per Program

The number of part-time and full-time faculty members in each of the 66 individual institutional programs is shown in Table 46. According to the data submitted in the questionnaires, the Federal City College has an adult education faculty that is nearly three times as large as the number of faculty members in any other institutional program. Unfortunately there was no indication of the amount of time each of the 10 part-time persons spent on adult education in 1969-70. But, even so, the Federal City College (Institutional Program Number 12) has more full-time faculty members in adult education (7) than any other institution claims for the total of full

TABLE 45

NUMBER OF DEGREES AWARDED BY INDIVIDUAL INSTITUTIONS TO INITIAL AND PRESENT FACULTY MEMBERS OF ADULT EDUCATION DEGREE PROGRAMS

Institution F.I.C.E. No.[1]	Master's Degree[2]		Doctor's Degree[2]	
	At inception	At time of Survey	At inception	At time of Survey
1005	0	0	0	1
1009	2	2	0	0
1032	0	0	0	1
1081	2	2	0	2
1083	0	2	0	0
1140	1	1	0	0
1144	0	2	0	0
1146	1	1	0	0
1305	0	1	0	1
1312	0	0	0	2
1315	1	1	3	4
1328	0	0	5	6
1370	0	1	0	2
1371	0	1	0	0
1372	0	1	0	0
1387	0	0	0	1
1426	0	0	3	2
1444	0	0	0	1
1448	0	1	0	0
1489	3	3	2	14
1535	0	3	1	2
1537	0	1	0	0
1598	0	0	1	1
1737	1	1	0	0
1739	1	2	1	2
1774	3	5	9	17
1775	0	2	1	3
1807	1	1	0	0
1809	2	5	3	7
1825	1	1	0	0
1869	0	2	0	2
1892	0	2	2	1
1928	2	1	0	0
1948	2	2	0	0
1977	0	1	0	0
1987	0	1	0	0
1969	0	0	0	1
2009	1	3	0	2
2010	0	3	0	1
2019	1	1	1	1
2103	1	4	1	0
2130	0	1	0	1
2156	1	1	0	0

TABLE 45 (continued)

Institution F.I.C.E. No.[1]	Master's Degree[2]		Doctor's Degree[2]	
	At inception	At time of Survey	At inception	At time of Survey
2259	1	1	0	0
2290	0	3	2	6
2327	0	0	0	2
2329	0	1	0	2
2516	0	1	1	3
2565	0	5	0	3
2626	2	2	1	1
2657	0	0	1	1
2688	0	1	0	1
2707	2	2	1	3
2708	1	1	1	3
2711	2	1	1	0
2835	1	1	0	0
2882	0	2	1	2
2894	0	1	1	2
2972	3	6	0	2
2974	0	2	1	1
3047	0	0	1	0
3092	1	1	0	0
3170	1	2	0	0
3210	1	1	0	0
3223	0	1	0	1
3448	1	1	0	0
3474	1	0	0	0
3490	1	1	0	0
3530	1	1	1	0
3617	2	3	2	3
3656	0	1	0	1
3670	0	0	0	1
3675	1	1	0	0
3696	1	1	0	0
3743	1	0	0	0
3798	0	1	0	0
3800	0	0	1	1
3895	4	16	7	25
3932	1	1	3	4
3969	5	6	3	7
3979	1	2	1	4
4741	0	1	0	0
4770	3	5	4	6
6883	8	12	4	10
6967	0	1	0	0
8837	0	0	1	1
9092	1	2	1	2
Mentioned	76	154	86	175

TABLE 45 (continued)

Institution F.I.C.E. No.[1]	Master's Degree[2]		Doctor's Degree[2]	
	At inception	At time of Survey	At inception	At time of Survey
NR	114	146	96	116
NA	74	96	82	105
TOTAL	264	396	264	396
MIN	1	1	1	1
MAX	8	16	9	25

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[1] The name of the institution corresponding to the Federal Interagency Committee on Education number can be found in National Center for Educational Statistics, Education Directory 1970-71 : Higher Education Washington D.C., U.S. Government Printing Office, 1971. Catalog No. HE 5.250 : 50000-71.

[2] The column entitled "At inception" presents the combined figures on 4 possible persons from the 66 program-institutions while the column entitled "At time of survey" combined the information for 6 possible persons from the 66 program-institutions. Hence among the 396 chances that a doctoral degree might have been awarded to a director or a professor contribution to a program at the time of the survey, institution No. 1005 was cited only once.

TABLE 46

NUMBER OF ADULT EDUCATION FACULTY MEMBERS INITIALLY AND AT PRESENT LISTED BY INDIVIDUAL INSTITUTIONAL PROGRAMS

Institutional Program Number[2]	At Inception		1969-70[1]				1970-71	
	Full Time	Part Time	Full Time	Part Time	Full Time Equivalent	From Other Dept.	Full Time	Part Time
1	1	3	1	2	1 2/3	1	1	2
2	1	1	1	2	NR	3	2	2
3	0	1	2	1	NR	3	0	1
4	1	3					1	3
5	0	4					0	5
6	NR	NR					1	0
7	NR	NR					NR	NR
8	2	0					2	0
9	1	1	2	1	2 1/4	2	2	0
10	1	0	0	2	1	6	2	0
11	0	1					0	4
12	3	5					7	10
13	NR	NR	2	4	NR	Varies	1	1
14	NR	NR					NR	NR
15	1	0					1	1
16	1	1					1	0
17	NR	NR					NR	NR
18	1	0	5	1	5 1/2	2	4	2
19	0	1	2	1	2 1/2	5	3	1
20	1	1					1	1
21	2	0	4	0	4	4	4	2

TABLE 46 (continued)

Institutional Program Number[2]	At Inception		1969-70[1]				1970-71	
	Full Time	Part Time	Full Time	Part Time	Full Time Equivalent	From Other Dept.	Full Time	Part Time
22	1	0	2	NR	2	0	1	1
23	NR	NR	1	8	2 1/2	4	NR	NR
24	1	0	5	0	5	3	4	0
25	0	1	1	2	3	8	0	3
26	1	0					1	1
27	0	3					2	3
28	0	4					0	4
29	1	0					0	4
30	1	0					1	0
31	0	2					0	2
32	2	0	4	0	NR	0	3	0
33	1	0	3	3	3 3/4	2	3	0
34	1	0	1	10	3	4	1	5
35	1	0	1	2	2	3	1	4
36	0	4					0	6
37	1	0	1	NR	1	0	1	0
38	3	0	3	3	3 +	3	3	1
39	1	0	2	0	2 1/4	1	3	1
40	1	0					1	3
41	0	1	3	1	3	3	5	0
42	1	0					3	0
43	0	4					0	5

TABLE 46 (continued)

Institutional Program Number[2]	At Inception		1969-70[1]				1970-71	
	Full Time	Part Time	Full Time	Part Time	Full Time Equivalent	From Other Dept.	Full Time	Part Time
44	4	0					2	0
45	1	0	1	4	1		6	0
46	0	1					0	1
47	2	0	18	2	NR	5	6	0
48	0	1	1	4	3	3	1	4
49	0	1					2	0
50	3	0					6	0
51	1	0					0	4
52	1	1					1	2
53	1	0	1	NR	1	4	1	0
54	0	4					0	5
55	1	0					1	0
56	2	0					2	0
57	0	1					0	1
58	0	1	0	4	3/4	6	0	4
59	1	1					1	1
60	0	1					1	0
61	0	1					0	1
62	0	1	5	18	10 1/2	0	3	0
63	1	0	1	1	1 1/2	NR	1	0
64	0	4					0	6
65	0	4					0	6

TABLE 46 (continued)

Institutional Program Number[2]	At Inception		1969-70[1]				1970-71	
	Full Time	Part Time	Full Time	Part Time	Full Time Equivalent	From Other Dept.	Full Time	Part Time
66	0	2	5	2	NR	2	2	2
Totals	51	65	76	75	63 2/3	71	102	115
Range	0-4	0-5	0-18	0-18	0-10 1/2	0-8	0-7	0-10
Mean	0.9	1.1	2.8	2.8	2.4	2.6	1.6	1.9
Median	1	1	2	2	3	3	1	1
Responding	60	60	29	26	23	27	62	62
NR	6	6	-	-	-	-	4	4

[1] As reported by Ingham.

[2] See Table 37 for Institutional Program Number Key.

and part-time people.

Institutional Backgrounds of Adult Education Students

In Tables 23 and 24 summary information was provided on the relative importance of different segments of the adult education field as sources of present adult education degree students. Table 47 shows the relative importance of each of 15 institutional sources of adult education students within degree levels for each of the 66 institutional programs which provided these data on their questionnaires.

One conclusion seems irrefutable so far as Table 47 is concerned and that is that the adult education student body is remarkably heterogeneous so far as previous institutional affiliation is concerned. In fact it is quite likely that this heterogeneity is in marked contrast to a typical student population, particularly a group within a school of education. This heterogeneity may be both the greatest strength and the most serious weakness of adult education degree programs, for unless specific plans are made to take advantage of the diversity, a natural tendency may be exhibited for the divided interests to become the focal point of students' concerns.

Functions Adult Education Students Are Being Prepared to Serve

Table 48 is the source of the individual institutional data that were utilized in preparing Tables 25, 26 and 27, showing the relative importance of different functions the degree programs are preparing their graduates to perform. On the whole, Table 48 further illustrates that the functions of

TABLE 47

INSTITUTIONAL SEGMENTS[1] OF THE FIELD REFLECTED BY THE COMPOSITION OF THE STUDENT BODY, RANKED BY ORDER OF IMPORTANCE WITHIN DEGREE LEVELS

Institutional Program Number[2]	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	6	2	11	10	16	5	2	5	16	10	5	2	6	10	1
2						16	5	10	11	6	5	10	11	1	NR
3						6	5	8	NR	NR	6	5	8	NR	NR
4						11	12	6	8	NR					
5						6	NR	NR	NR	NR					
6						16	NR	NR	NR	NR					
7	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
8						5	6	11	15	NR	1	5	6	11	16
9						1	5	10	6	13	1	5	10	6	13
10						2	6	8	12	11					
11						6	3	14	11	16	1	6	3	NR	NR
12	NR	NR	NR	NR	NR										
13						16	8	10	1	5	16	8	10	1	5
14						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
15						NR	NR	NR	NR	NR					
16						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
17						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
18						1	6	10	16	14	1	6	10	16	14
19						6	5	10	8	NR					
20						6	2	16	11	5					
21						6	14	10	11	5	3	6	5	11	13

TABLE 47 (continued)

Institutional Program Number^2	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22						6	1	11	17	NR	11	1	2	5	16
23	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
24						4	2	8	11	6	4	11	7	2	6
25						2	1	4	16	NR	2	1	3	5	11
26						5	6	8	1	12	5	6	4	7	12
27						NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
28						6	16	11	8	10					
29						2	1	4	6	11	2	12	1	4	8
30						12	NR	NR	NR	NR	12	NR	NR	NR	NR
31	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR					
32	2	6	3	8	14	2	1	5	3	6	2	1	5	4	3
33						12	10	11	1	14	1	11	12	5	10
34						5	17	16	18	2	5	6	17	1	12
35						14	5	1	2	12	14	5	1	2	12
36						11	5	4	10	1	12	1	4	10	5
37						2	5	6	1	10	2	NR	NR	NR	NR
38						5	6	1	10	12	5	6	1	10	12
39						11	6	12	2	14	16	11	6	12	2
40						7	10	14	15	6					
41						6	5	10	12	3	3	5	12	6	10
42						2	1	6	12	5	2	4	1	5	12
43	NR	16	11	NR	2										
44						NR	NR	NR	NR	NR					

TABLE 47 (continued)

Institutional Program Number[2]	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
45						1	16	18	NR	NR	1	6	11	NR	NR
46						10	5	11	14	NR					
47						2	10	12	6	5	5	2	12	6	10
48						11	1	5	12	14	5	1	11	13	14
49						6	14	12	2	NR	5	1	6	16	11
50	6	10	13	NR	NR	6	10	13	NR	NR	6	10	13	NR	NR
51	NR	NR	NR	NR	NR	2	1	NR	NR	NR	2	1	NR	NR	NR
52						11	16	1	2	5	16	NR	NR	NR	5
53						6	8	1	12	4					
54						12	NR	NR	NR	NR					
55						8	6	10	12	11					
56						12	11	14	6	NR	12	11	NR	NR	NR
57						7	8	12	14	10	11	14	10	6	NR
58						1	2	5	3	13	1	3	5	2	6
59						NR	NR	NR	NR	NR					
60						2	5	11	NR	NR					
61						5	1	6	14	NR					
62						1	6	2	11	12	1	6	2	11	12
63						11	5	10	1	14					
64	NR	NR	NR	NR	NR	16	1	6	10	12	1	16	6	10	12
65	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
66						6	13	2	1	8	6	13	2	1	8

TABLE 47 (continued)

Institutional Program Number[2]	Undergraduate level					Master's level					Doctor's level				
	Rank					Rank					Rank				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Responding	3	4	4	2	3	53	49	48	44	35	38	35	33	29	28
NR	8	7	7	9	8	11	15	16	20	29	7	10	12	16	17
NA	55	55	55	55	55	2	2	2	2	2	21	21	21	21	21

[1] Codes for Institutional Segments:

1. University Extension
2. Cooperative Extension Service
3. Evening Colleges
4. Residential Education
5. Community Colleges
6. Public Schools
7. Libraries and Museums
8. The Armed Forces
9. Labor Unions
10. Business and Industry
11. Health & Welfare Agencies
12. Religious Institutions
13. Mass Media
14. Voluntary Organizations
15. Proprietary Schools
16. ----------------------
17. ----------------------
18. ----------------------

[2] See Table 37 for Institutional Program Number Key.

TABLE 48

FUNCTIONS[1] FOR WHICH PRESENT STUDENTS ARE PREPARING AS INDICATED BY THE RELATIVE PERCENTAGES WITHIN DEGREE LEVELS

Institutional Program Number	Undergraduate level							Master's level							Doctor's level						
	Rank							Rank							Rank						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	5	5	0	70	20	0	0	15	5	5	60	15	0	0	30	10	20	40	0	0	0
2								75	0	0	25	0	0	0	75	0	10	15	0	0	0
3								99	0	0	0	0	0	0	0	0	0	99	0	0	0
4								5	90	0	0	5	0	0							
5								10	5	0	85	0	0	0							
6								0	0	0	0	0	0	0							
7	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
8								33	0	0	33	33	0	0	33	0	33	33	0	0	0
9								60	10	20	10	0	0	0	60	10	20	10	0	0	0
10								50	10	0	40	0	0	0							
11								60	10	0	20	10	0	0	33	33	0	33	0	0	0
12	0	0	0	0	0	0	0														
13								55	10	0	10	0	25	0	60	5	5	0	0	30	0
14								0	0	0	0	0	0	0	NR	NR	NR	NR	NR	NR	NR
15								20	10	0	70	0	0	0							
16								NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
17								NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
18								30	5	10	15	40	0	0	70	5	10	0	0	15	0
19								30	10	10	30	0	10	10							
20								35	10	0	40	5	10	0							

TABLE 48 (continued)

stitutional Program Number	Undergraduate level							Master's level							Doctor's level						
	Rank							Rank							Rank						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
21								10	10	0	70	10	0	0	60	5	15	20	0	0	0
22								95	0	0	0	0	5	0	35	0	10	50	0	5	0
23	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
24								20	0	0	10	70	0	0	40	0	30	30	0	0	0
25								30	0	0	70	0	0	0	70	0	0	30	0	0	0
26								33	33	0	33	0	0	0	33	33	0	33	0	0	0
27								15	5	0	50	0	30	0	55	0	10	20	0	20	0
28								40	20	0	40	0	0	0							
29								5	0	0	90	5	0	0	40	5	5	50	0	0	0
30								0	0	0	0	0	99	0	0	0	0	50	0	25	25
31	0	0	0	99	0	0	0	0	0	0	99	0	0	0							
32	0	0	0	70	10	20	0	20	0	0	10	10	60	0	50	10	0	30	0	10	0
33								25	10	0	25	40	0	0	55	5	10	30	0	0	0
34								32	0	0	68	0	0	0	52	12	0	26	0	0	0
35								5	0	0	5	5	85	0	5	0	0	5	5	85	0
36								80	0	0	5	15	0	0	90	0	5	5	0	0	0
37								5	20	0	75	0	0	0	99	0	0	0	0	0	0
38								60	10	10	20	0	0	0	60	10	10	20	0	0	0
39								75	10	0	0	15	0	0	80	5	5	10	0	0	0
40								10	15	0	65	10	0	0							
41								70	10	0	0	0	20	0	75	0	5	20	0	0	0
42								25	0	10	40	25	0	0	40	0	30	30	0	0	0

TABLE 48 (continued)

nstitu-tional Program Number	Undergraduate level							Master's level							Doctor's level						
	Rank							Rank							Rank						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
43	0	33	0	33	0	33	0														
44								NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
45								27	0	0	27	9	36	0	53	5	5	0	0	37	0
46								0	0	0	99	0	0	0							
47								10	5	10	33	33	9	0	50	0	15	25	0	10	0
48								33	0	0	33	34	0	0	33	0	33	34	0	0	0
49								18	4	0	78	0	0	0	61	0	5	34	0	0	0
50								20	0	0	80	0	0	0	30	0	20	50	0	0	0
51	NR	NR	NR	NR	NR	NR	NR	10	0	0	90	0	0	0	60	0	10	30	0	0	0
52								30	20	0	50	0	0	0	NR	NR	NR	NR	NR	NR	NR
53								40	15	15	20	10	0	0							
54								0	0	0	25	0	75	0							
55								10	10	10	40	30	0	0							
56								40	20	10	30	0	0	0							
57								99	0	0	0	0	0	0	99	0	0	0	0	0	0
58								60	5	0	30	5	0	0	65	0	10	25	0	0	0
59								33	33	0	0	33	0	0							
60								25	0	0	75	0	0	0							
61								NR	NR	NR	NR	NR	NR	NR							
62								20	10	10	50	0	10	0	30	0	20	30	0	10	10
63								65	5	0	25	5	0	0							
64	NR	NR	NR	NR	NR	NR	NR	7	3	0	70	20	0	0	30	0	30	40	0	0	0

TABLE 48 (continued)

nstitu- ional Program Number	Undergraduate level							Master's level							Doctor's level						
	Rank							Rank							Rank						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
65	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
66								75	0	0	0	25	0	0	75	0	0	0	25	0	0
Responding				6							57							37			
NR				5							7							8			
NA				55							2							21			

---

[1] Functions:

1. Administration
2. Counseling
3. Research
4. Teaching
5. Further Studies
6. Other 1
7. Other 2

[2] See Table 37 for Institutional Program Number Key.

administration and teaching are the primary ones to be filled by adult education graduates. What may seem somewhat surprising is the rather consistent emphasis on administration at the doctoral level because for over half of the institutional programs at the doctoral level the Ph.D. is given rather than the Ed.D. If the Ph.D. program is designed to prepare researchers rather than practitioners, then perhaps either the degree programs offered or the kind of employment for graduates ought to be reexamined.

Numbers of Adult Education Students

The primary purpose of adult education degree training programs is to produce qualified graduates in adequate numbers to meet the needs of society for individuals having such expertise. Tables 49, 50 and 51 show the number of adult education students in each institutional degree program at the time the program began, in 1969-70 and in 1970-71.

At the undergraduate level generalizations would be quite tenuous because both the Federal City College and the Ohio State University report enrollments much larger than those for the other two programs for which data are available. Further even for these two predominant institutions data are not reported for at least one of the three points in time. The absence of data for the other seven institutions presents a situation in which no inferences of interest can legitimately be drawn.

At the masters degree level the data are appreciably more satisfactory than at the undergraduate level. In

TABLE 49

NUMBER OF ADULT EDUCATION STUDENTS, LISTED BY INDIVIDUAL INSTITUTIONAL PROGRAMS AT THREE PERIODS - UNDERGRADUATE LEVEL

Institutional Program Number[1]	At inception of Program			1969-70[2]			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
1	9	2	11	9	2	11	9	0	9
7	NR	NR	NR	NR	NR	NR	NR	NR	NR
8							0	(54)	(54)[3]
12	200	400	600	200	400	600	NR	NR	NR
23	NR	NR	NR	NR	NR	NR	NR	NR	NR
25							0	(68)	(68)[3]
31	0	14	14	0	0	0	NR	NR	NR
32	NR	NR	NR	NR	NR	NR	24	2	26
43	0	0	0	NR	NR	NR	10	0	10
50	NR	NR	NR	200	0	200	181	0	181
51	NR	NR	NR	NR	NR	NR	NR	NR	NR
64	NR	NR	NR	NR	NR	NR	NR	NR	NR
65	NR	NR	NR	NR	NR	NR	NR	NR	NR
Totals	209	416	625	409	402	811	224	2	226
Range	0-200	0-400	0-600	0-200	0-400	0-600	9-181	0-2	9-181
Mean	52	104	156	102	100	202	56	0.5	56
Median	4	8	12	104	1	105	17	0	18
Responding			4			4			4
NR			7			7			7
NA			55			55			55

---

[1] See Table 37 for Institutional Program Number Key.

[2] In previous reports, these data were not collected.

[3] No undergraduate program but in one case "54 students took courses" with the director of program while in the second case "68 different students enrolled in one or more courses, in Extension Education". These figures are excluded from totals.

TABLE 50

NUMBER OF ADULT EDUCATION STUDENTS, LISTED BY INDIVIDUAL INSTITUTIONAL PROGRAMS AT THREE PERIODS--MASTERS LEVEL.

Institutional Program No.[1]	At inception of Program			1968-69[2]			1969-70			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
1	1	14	15	5	12	17	1	14	15	2	9	11
2	3	3	6	15	35	50	30	30	60	NR	NR	NR
3	0	3	3				0	3	3	0	3	3
4	20	0	20				0	0	0	65	276	341
5	0	50	50				0	65	65	NA	NA	NA
6	NR	NR	NR				NR	NR	NR	NR	NR	NR
7	NR	NR	NR				NR	NR	NR	NR	NR	NR
8	NR	NR	NR				NR	NR	NR	0	5	5
9	NR	NR	NR	2	0	2	2	1	3	2	0	2
10	10	15	25	16	4	20	15	5	20	13	2	15
11	0	6	6				0	24	24	0	30	30
12	NA	NA	NA				NA	NA	NA	NA	NA	NA
13	UK	UK	UK	2	34	36	UK	UK	UK	5	52	57
14	NR	NR	NR				NR	NR	NR	NA	NA	NA
15	0	3	3				3	12	15	0	14	14

TABLE 50 (continued)

Institutional Program No.[1]	At inception of program			1968-69[2]			1969-70			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
16	NR	NR	NR				NR	NR	NR	0	60	60
17	NR	NR	NR				NR	NR	NR	NR	NR	NR
18	3	5	8	7	3	10	15	15	30	15	15	30
19	0	22	22	15	35	50	4	68	72	15	65	80
20	NR	NR	NR				NR	NR	NR	0	23	23
21	5	0	5	11	3	14	15	5	20	12	0	12
22	5	5	10	9	1	10	7	4	11	6	3	9
23	NR	NR	NR	2	52	54	NR	NR	NR	NR	NR	NR
24	2	0	2	5	15	20	5	15	20	12	9	21
25	3	8	11	NR	NR	NR	3	7	10	3	8	11
26	UK	UK	UK				30	0	30	0	13	13
27	NR	NR	NR				NR	NR	NR	4	11	15
28	10	12	22				NA	NA	NA	10	15	25
29	2	10	12				12	75	87	9	63	72
30	UK	UK	UK				0	160	160	NR	NR	NR
31	0	0	0				0	0	0	NR	NR	NR
32	NR	NR	NR	4	18	22	NR	Nr	Nr	5	4	9

TABLE 50 (continued)

Institutional Program No.[1]	At inception of program			1968-69[2]			1969-70			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
33	0	10	10	16	72	88	16	60	76	12	75	87
34	0	0	0	6	26	32	16	15	31	4	32	36
35	UK	6	6	3	17	20	0	20	20	3	25	28
36	0	75	75				0	150	150	0	150	150
37	0	4	4	2	8	10	2	11	13	4	12	16
38	0	8	8	12	98	110	0	18	18	4	11	15
39	NR	NR	NR	0	12	12	5	10	15	2	24	26
40	0	30	30				0	49	49	NR	NR	NR
41	0	2	2	6	14	20	2	20	22	3	17	20
42	0	1	1				12	0	12	12	0	12
43	NA	NA	NA				NA	NA	NA	NA	NA	NA
44	0	5	5				0	15	15	NR	NR	NR
45	UK	UK	UK	4	6	10	3	3	6	0	11	11
46	0	8	8				0	40	40	0	52	52
47	8	20	28	40	101	141	50	100	150	30	35	65
48	0	3	3	6	4	10	4	5	9	8	2	10
49	NR	NR	NR				8	20	28	NR	NR	NR

TABLE 50 (continued)

Institutional Program No.[1]	At inception of program			1968-69[2]			1969-70			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
50	NR	NR	NR				6	120	126	4	50	54
51	0	6	6				2	17	19	NR	NR	NR
52	47	0	47				53	0	53	NR	NR	NR
53	2	5	7	2	4	6	NR	NR	NR	6	8	14
54	NR	NR	NR				NR	NR	NR	36	2	38
55	0	25	25				0	15	15	0	20	20
56	NR	NR	NR				0	2	2	10	0	10
57	NR	NR	NR				3	7	10	0	0	0
58	3	0	3	3	5	8	8	4	12	4	4	8
59	2	10	12				3	21	24	4	30	34
60	1	2	3				6	2	8	6	4	10
61	12	0	12				0	0	0	10	0	10
62	4	3	7	36	2	38	9	5	14	NR	NR	NR
63	1	22	23	2	52	54	2	52	54	2	52	54
64	7	3	10				26	17	43	29	23	52
65	NR	NR	NR				NR	NR	NR	NR	NR	NR

TABLE 50 (continued)

Institutional Program No.[1]	At inception of program			1968-69[2]			1969-70			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
66	NR	NR	NR	5	1	6	2	3	5	6	1	7
Totals	151	404	555	236	634	870	380	1304	1684	377	1320	1697
Range			0-75			2-141			0-160			0-341
Mean			13.5			32.2			34.3			35.3
Median			8			20			20			16
Responding			41			27			49			48
NR			19						13			14
UK			4						1			0
NA			2						3			4

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[1] See Table 37 for Institutional Program Number Key.

[2] Collected by Ingham.

Table 50 it can be seen that there has been no appreciable difference in the numbers of full time or part time students. However, the entry of Institutional Program Number 4, Azusa Pacific College, with an unusually large enrollment in 1970-71 had a marked influence on the range of students enrolled. Nevertheless, overall it does not appear that there is any clear trend of expansion or retrenchment, based on these data.

Table 51 shows that the 31 institutions responding to the request for data on numbers of doctoral students in 1970-71 are evidently not serving a larger number of students than 22 institutions reported serving in 1968-69. The lower mean and median values suggest that the institutions have suffered or have deliberately produced a lower enrollment per institution in 1970-71 than in 1968-69. Whether the institutions which began their programs in 1970-71 did so at the expense of the other institutions cannot be determined. Possibly without the entry of new institutional programs the total number of students would have declined appreciably. The existing data do not provide a basis for reaching any conclusion on this matter.

Table 52 indicates that the special degrees for adult educators are evidently gaining in importance. While the number of institutions reporting such programs doubled between 1969-70 and 1970-71, the total number of students increased nearly five times. Because this area is evidently the area of greatest growth in adult education degree programs, it may well deserve more attention than it has received in the literature of the field.

TABLE 51

NUMBER OF ADULT EDUCATION STUDENTS, LISTED BY INDIVIDUAL INSTITUTIONAL PROGRAMS AT THREE PERIODS--DOCTORAL LEVEL

Institutional Program No.[1]	At Inception of Program			1968-69[2]				1969-70			1970-71			
	Full Time	Part Time	Total	Full Time	Part Time	Total	WD[3]	Full Time	Part Time	Total	Full Time	Part Time	Total	WD[3]
1	0	0	0	NA	NA	NA	NA	0	0	0				
2	4	0	4	15	35	50	10	30	40	70	NR	NR	NR	NR
3[4]	0	1	1					0	1	1	0	1	1	0
7	NR	NR	NR					NR	NR	NR	NR	NR	NR	NR
8	NR	NR	NR					NR	NR	NR	12	15	27	10
9	2	0	2	24	2	26	7	18	10	28	9	7	16	8
11	0	0	0					2	6	8	3	8	11	2
13	UK	UK	UK	3	38	41	10	UK	UK	UK	5	31	36	11
14	NR	NR	NR					NR	NR	NR				
16	NR	NR	NR					NR	NR	NR				
17	NR	NR	NR					NR	NR	NR				
18	2	3	5	47	18	65	25	40	30	70	35	35	70	NR
21	0	13	13	36	9	45	5	25	15	40	21	2	23	10
22	1	3	4	14	20	34	26	13	32	45	11	11	22	13
23	NR	NR	NR	4	4	8	1	NR	NR	NR	NR	NR	NR	NR

TABLE 51 (continued)

Institutional Program No.[1]	At Inception of Program			1968-69[2]				1969-70			1970-71			
	Full Time	Part Time	Total	Full Time	Part Time	Total	WD[3]	Full Time	Part Time	Total	Full Time	Part Time	Total	WD[3]
24	4	0	4	31	38	69	18	31	38	69	31	20	51	21
25	1	7	8	4	NR	4	2	1	5	6	1	7	8	3
26	UK	UK	UK					3	0	3	5	1	6	6
27	NR	NR	NR	NR				NR	NR	NR	10	2	12	3
29	9	4	13					9	4	13	17	7	24	10
30	UK	UK	UK					4	16	20	NR	NR	NR	NR
32	5	4	9	4	4	8	2	4	4	8	4	4	8	NR
33	0	10	10	17	110	127	32	11	68	79	48	99	147	33
34	1	4	5	21	41	62	13	36	27	63	25	27	52	0
35	UK	6	6	12	60	72	12	0	40	40	6	35	41	0
36	10	10	20					15	45	60	15	45	60	10
37	NR	NR	NR	1	0	1	NR	1	0	1	0	2	2	1
38	NR	NR	NR	12	10	22	0	NR	NR	NR	7	10	17	2
39	6	0	6	7	29	36	6	20	10	30	10	54	64	0
41	2	4	6	10	15	25	7	12	14	26	6	24	30	NR
42	1	0	1					15	0	15	10	2	12	4

TABLE 51 (continued)

Institutional Program No.^{1}	At Inception of Program			1968-69^2				1969-70			1970-71			
	Full Time	Part Time	Total	Full Time	Part Time	Total	WD^3	Full Time	Part Time	Total	Full Time	Part Time	Total	WD^3
45	UK	UK	UK	4	10	14	6	2	6	8	6	11	17	0
47	16	15	31	43	54	97	18	22	30	52	25	20	45	18
48	NR	NR	NR	3	1	4	1	0	5	5	2	3	5	2
49	NR	NR	NR					17	17	34	NR	NR	NR	NR
50	NR	NR	NR					30	15	45	20	25	45	12
51	NR	NR	NR					12	6	18	NR	NR	NR	NR
52	NR	NR	NR					NR	NR	NR	NR	NR	NR	NR
56	NR	NR	NR					NR	NR	NR				
57	NR	NR	NR					1	2	3	5	7	12	1
58	NR	NR	NR	NA	NA	NA	NA	NR	NR	NR	0	1	1	0
62	6	13	19	46	12	58	12	13	23	36	NR	NR	NR	NR
64	1	1	1	2				30	2	32	28	2	30	16
65	NR	NR	NR					NR	NR	NR	NR	NR	NR	NR
66	1	0	1	12	5	17	6	5	6	11	6	7	13	6
Totals	72	98	170	370	515	885	219	422	517	939	383	525	908	202
Range			0-31			1-127	0-32			0-79			1-147	0-33

TABLE 51 (continued)

Institutional Program No.[1]	At Inception of Program			1968-69[2]				1969-70			1970-71			
	Full Time	Part Time	Total	Full Time	Part Time	Total	WD[3]	Full Time	Part Time	Total	Full Time	Part Time	Total	WD[3]
Mean			7.3			40.2	10.4			29.3			29.2	6.9
Median			5			35	7			27			22	4.2
Responding			23			22	21			32			31	29
NR			18							12			9	11
UK			4							1			0	0
NA			21							21			26	26

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[1] See Table 37 for Institutional Program Number Key.

[2] Collected by Ingham.

[3] WD = Number of Adult Education students writing their dissertations.

[4] Although no doctoral curriculum declared.

TABLE 52

NUMBER OF ADULT EDUCATION STUDENTS, LISTED BY INDIVIDUAL INSTITUTIONAL PROGRAMS AT THREE PERIODS--SPECIAL DEGREES

Institutional Program No.[1]	At Inception of Program			1969-70[2]			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
1							0	16	16
2							NR	NR	NR
7	NR	NR	NR	NR	NR	NR	NR	NR	NR
9							1	2	3
15	NR	NR	NR	0	2	2	0	1	1
18							0	1	1
22				1	1	2	1	0	1
23	NR	NR	NR	NR	NR	NR	NR	NR	NR
24							4	10	14
30	NR	NR	NR	NR	NR	NR	NR	NR	NR
32				NR	NR	NR	NR	NR	NR
33	0	34	34	0	11	11	0	40	40
34	0	0	0	6	5	11	1	13	14
35							0	8	8
36	NR	NR	NR	NR	NR	NR	0	72	72

TABLE 52 (continued)

Institutional Program No.[1]	At Inception of Program			1969-70[2]			1970-71		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
37	NR	NR	NR	0	1	1	0	2	2
38	NR	NR	NR	NR	NR	NR	3	3	6
41	NR	NR	NR	NR	NR	NR	0	2	2
45	UK	UK	UK	0	0	0	NR	NR	NR
57	NR	NR	NR	NR	NR	NR	0	0	0
63	NR	NR	NR	0	7	7	0	7	7
Totals	0	34	34	7	27	34	10	177	187
Range			0-34			0-11			0-72
Mean			17			4.8			12.4
Median			17			2			6
Responding			2			7			15
NR			10			8			6
UK			1			0			0
NA			53			51			45

[1] See Table 37 for Institutional Program Number Key.

[2] In previous reports, data on special programs were not collected.

Perhaps the flexibility of the field is exemplified by the growth of new credentials to serve purposes which are not being served adequately by conventional masters and doctoral level degrees. Before the number and kinds of special degrees increase to the point where their meaning is lost, however, it seems essential that the academic leaders of the field carefully consider the implications of existing trends and propose ways of developing sufficient uniformity among institutions so that employers will be able to comprehend the meaning of a credential without the necessity of resorting to a glossary of adult education degree terms.

Adult Education Graduates

The contribution each of the 66 institutions has made to the preparation of adult education degree holders at the undergraduate and graduate degree levels is shown in Table 53. One institution, Ohio State University, has produced nearly 99 per cent of all the undergraduate degree holders reported in the survey. Only three other institutions reported data for their undergraduate degree alumni with the remaining five institutions offering degrees at this level not responding to this item on the questionnaire.

It may be noted that the institution which reported having a very large enrollment (Federal City College) has been conducting its program for such a brief period that it has produced three graduates with the baccalaureate degree but no students have yet earned a graduate degree in adult education there.

TABLE 53

YEAR OF GRADUATION OF FIRST STUDENT AND NUMBER OF GRADUATES TO DATE LISTED BY INDIVIDUAL INSTITUTIONAL PROGRAMS AND DEGREE LEVELS

Institutional Program No.[1]	Year = First Graduate			Number of Students		
	Degree Levels			Degree Levels		
	UL	ML	DL	UL	ML	DL
1	71	69		1	5	
2		66	67		50	18
3		NR			0	
4		NR			0	
5		70			20	
6		NR	NR		NR	NR
7	NR	NR	NR	NR	NR	NR
8		NR	NR		NR	NR
9		NR	47		23	39
10		60			75	
11		69	71		12	3
12	71			3		
13		NR	NR		UK	UK
14		NR	NR		NR	NR
15		70			3	
16		NR	NR		NR	NR
17		NR	NR		NR	NR
18		NR	58		15	35
19		69			27	
20		NR			NR	
21		NR	NR		17	5

TABLE 53 (continued)

Institutional Program No.[1]	Year = First Graduate			Number of Students		
	Degree Levels			Degree Levels		
	UL	ML	DL	UL	ML	DL
22		UK	40		231	77
23	NR	NR	NR	NR	NR	NR
24		54	54		67	70
25		NR	58		NR	2
26		49	49		UK	UK
27		NR	NR		0	0
28		71			1	
29		52	70		226	1
30		NR	68		NR	5
31	NR	NR		NR	NR	
32	UK	UK	71	UK	UK	2
33		62	63		157	37
34		63	57		NR	65
35		48	48		UK	60
36		70	68		9	25
37		70	NR		4	NR
38		70	NR		7	0
39		66	66		10	22
40		69			45	
41		32	32		NR	74
42		NR	49		214	91
43	NR			0		

TABLE 53 (continued)

Institutional Program No.[1]	Year = First Graduate			Number of Students		
	Degree Levels			Degree Levels		
	UL	ML	DL	UL	ML	DL
44		71			1	
45		52	58		17	6
46		70			3	
47		66	68		181	67
48		68	70		6	1
49		NR	NR		NR	NR
50	20	26	38	1924	283	102
51	NR	57	60	NR	59	24
52		71	NR		1	NR
53		71			NR	
54		NR			NR	
55		NR			0	
56		NR	NR		NR	0
57		63	63		5	3
58		65	NR		29	0
59		69			25	
60		62			56	
61		71			0	
62		53	54		27	83
63		66			44	
64		55	57		129	30
65		55	57		NR	NR
66		NR	56		NR	UK

TABLE 53 (continued)

Institutional Program No.[1]	Year = First Graduate			Number of Students		
	Degree Levels			Degree Levels		
	UL	ML	DL	UL	ML	DL
Totals				1928	2084	947
Range				0-1924	0-283	0-102
Mean				482	50	31
Median				2	17	23
Responding	4	38	28	4	41	30
NR	5	24	16	4	19	11
NA	57	2	22	57	2	22
UK	0	2	0	1	4	3

[1] See Table 37 for Institutional Program Number Key.

Institutional Program Number 50, the adult and vocational education program at the Ohio State University leads in the number of doctoral alumni with 102 such degrees reported. Institutional Program Number 42, Cornell University's extension education program, is in second place with 91 doctoral program alumni. In third and fourth places as producers of doctoral alumni are institutional programs 62 and 22, the adult education programs at the University of Wisconsin with 83 and the University of Chicago wity 77. All told 17 institutions have each conferred 18 or more doctoral degrees. To date a relatively small number of institutions have been responsible for the development of the doctoral degree holders in this field. As was shown in Table 30, however, the number of institutions entering the field is increasing and some of the newer institutions are able to produce larger numbers of doctoral degree holders each year than the older institutions have been able to do. Accordingly the relative influence of the various institutions may be expected to change considerably within the next decade.

Internship Programs

In the summary tables, Table 32 was a compilation of the internships offered and required at the undergraduate and graduate degree levels. Table 54 lists the internship programs for each institutional program at each degree level.

TABLE 54

TYPES OF INTERNSHIPS[1] AT THREE DEGREE LEVELS, LISTED BY INDIVIDUAL INSTITUTIONAL PROGRAMS

Institutional Program No.[2]	Degree Level		
	Undergraduate	Masters	Doctors
1	1	1	1
2		1	1
3		1	1
4		1	
5		3	
6		3	
7	NR	NR	NR
8		1	1
9		NR	1
10		3	
11		1	1
12	1		
13		3	1
14		NR	NR
15		1	
16		NR	NR
17		NR	NR
18		1	1
19		1	1
20		1	1
21		1	1
22		1	1

TABLE 54 (continued)

Institutional Program No.[2]	Degree Level		
	Undergraduate	Masters	Doctors
23	NR	NR	NR
24		1	1
25		3	3
26		3	1
27		1	1
28		3	
29		1	1
30		NR	3
31	NR	NR	
32	3	3	3
33		1	1
34		1	1
35		1	1
36		3	1
37		3	1
38		1	1
39		1	1
40		1	
41		1	1
42		NR	NR
43	1		
44		3	
45		1	1

TABLE 54 (continued)

Institutional Program No.[2]	Degree Level		
	Undergraduate	Masters	Doctors
46		3	
47		3	1
48		1	1
49		1	1
50	1	1	1
51	1	1	1
52		3	NR
53		3	
54		3	
55		1	
56		1	1
57		3	3
58		3	3
59		1	
60		3	
61		1	
62		1	1
63		2	
64	NR	1	1
65	NR	1	1
66		1	1

TABLE 54 (continued)

	Degree Level		
	Undergraduate	Masters	Doctors
Responding	6 (1=5) (2=0) (3=1)	55 (1=35) (2= 1) (3=19)	39 (1=34) (2= 0) (3= 5)
NR	5	9	7
NA	55	2	20

[1] Types of Internships

1: Yes optional.
2: Yes mandatory.
3: No.

[2] See Table 37 for Institutional Program Number Key.

Financial Assistance To Students

Tables 55 and 56 show the percentage of the students enrolled in each institutional program who receive financial aid from fellowships, scholarships, assistantships and internships.

In Table 55 few institutional programs provided data and so with data for only one-third of these programs any generalizations drawn would be more likely to misrepresent the situation at the undergraduate level than to present it accurately.

The three undergraduate programs which did report, however, indicated that about no more than one-sixth of the students were receiving financial aid and this limited amount was provided in the form of scholarships or assistantships.

The financial aid picture at the masters and doctors degree level reflects a wide variety of aid programs and marked differences in the emphasis placed on each type among institutional programs. Table 56, showing data from 45 master's and 31 doctor's degree programs, indicates that relatively few institutional programs do not now provide some financial assistance to their students.

Seven of the 45 masters degree programs reported that no financial assistance is given to their students and four reported that 90 per cent or more of their students receive some form of financial assistance. Although data on tuition charges were not collected it does not seem unreasonable to assume that in general the higher the tuition charge the more

TABLE 55

PERCENTAGE OF STUDENTS RECEIVING FINANCIAL ASSISTANCE, UNDERGRADUATE LEVEL

Institutional Program No.[1]	Types of Financial Assistance[2]					Over-all
	F	S	A	I	None	
1			5		37	42
7	NR	NR	NR	NR	NR	NR
12	NR	NR	NR	NR	NR	NR
23	NR	NR	NR	NR	NR	NR
31	NR	NR	NR	NR	NR	NR
32	NR	NR	NR	NR	NR	NR
43					100	100
50		8			46	54
51	NR	NR	NR	NR	NR	NR
64	NR	NR	NR	NR	NR	NR
65	NR	NR	NR	NR	NR	NR
Responding						3
NR						8
NA						55

[1] See Table 37 for Institutional Program Number Key.

[2] Types of Financial Assistance

F: Fellowship.
S: Scholarship.
A: Assistantship.
I: Internship.
None: No assistance.

TABLE 56

PERCENTAGE OF STUDENTS RECEIVING FINANCIAL ASSISTANCE, GRADUATE LEVELS

Institutional Program No.[1]	Master's Level						Doctor's Level					
	Types of Assistance[2]						Types of Assistance[2]					
	F	S	A	I	N	T	F	S	A	I	N	T
1		46	2		8	56			2			2
2					46	46				6	48	54
3					100	100						
4						100						
5						100						
6						100						
7						NR						NR
8						NR						NR
9	3				6	9	9	0	12	0	70	91
10				10	90	100						
11						NR						NR
12												
13						NR						NR
14						NR						NR
15	5				95	100						
16						NR						NR

TABLE 56 (continued)

Institutional Program No.[1]	Master's Level						Doctor's Level					
	Types of Assistance[2]						Types of Assistance[2]					
	F	S	A	I	N	T	F	S	A	I	N	T
34		2	2	2	28	34	2	1	4	2	24	33
35							5		15	15	65	100
36							10		5		85	100
37			71		22	93					7	7
38							100					100
39			5		30	35	5		10		50	65
40					100	100						
41		5	4	11	20	40		10	6	14	30	60
42	33	9			2	44	34	17	5			56
43												
44						NR						
45	19				18	37	26		10		27	63
46					100	100						
47	22		19		33	74	5		8	6	7	28
48			13	39	13	65			11		24	35
49			5		40	45	3		14		38	55
50		20			14	34			11		1	12

TABLE 56 (continued)

Institutional Program No.[1]	Master's Level						Doctor's Level					
	Types of Assistance[2]						Types of Assistance[2]					
	F	S	A	I	N	T	F	S	A	I	N	T
17						NR						NR
18	1	1	15	6	7	30	2	1	35	14	18	70
19			5		95	100						
20					100	100						
21			3	17	13	33			33	14	20	67
22		4		12	4	20	48	16	8	4	4	80
23				NR								NR
24	3				16	19	10		4		67	81
25	6	18		36	60				5		35	40
26					91	91			9			9
27						NR						NR
28			60	10	30	100						
29			10		60	70	10		10		10	30
30					88	88					12	12
31						NR						
32	20		13		17	50	45		5			50
33						NR						NR

TABLE 56 (continued)

Institutional Program No.[1]	Master's Level						Doctor's Level					
	Types of Assistance[2]						Types of Assistance[2]					
	F	S	A	I	N	T	F	S	A	I	N	T
51		20			30	50			30		20	50
52			1		99	100						
53			50		50	100						
54					100	100						
55					100	100						
56					50	50			50			50
57						NR						NR
58						NR						NR
59					100	100						
60		5			95	100						
61						NR						
62	3		16	3	9	31	14		48	7		69
63			2		98	100						
64			6		51	57	30	2	9		2	43
65						NR						NR
66			18		17	35		7	48		10	65

TABLE 56 (continued)

	Master's Level						Doctor's Level					
	Types of Assistance[2]						Types of Assistance[2]					
	F	S	A	I	N	T	F	S	A	I	N	T
Responding						45						31
NR						16						13
NA						5						22

[1] See Table 37 for Institutional Program Number Key.

[2] Types of Assistance

F: Fellowship
S: Scholarship
A: Assistantship
I: Internship
None: No assistance
T: Total percentage.

likely it is that financial assistance will be provided for students. Such a conclusion is, however, no more than conjecture at this point.

No doctoral program reported that all of its students were completely self-supporting. At one extreme were three institutional programs in which 65, 67 and 85 per cent of the students were receiving no assistance. At the other extreme were seven programs in which 90 per cent or more of the students received some assistance.

Even though individuals who earn graduate degrees may expect to recoup the costs of their advanced education because of the increased salaries they can command because of that advanced training, the prevailing values appear to indicate that an increasing percentage of prospective graduate students will enroll for a degree program only if financial subsidy is provided during the period of study.

Conclusions

In this chapter the survey data have been presented in two major divisions. The first set of summary tables (15 through 35) is intended to provide an overview of the information obtained through the questionnaires. The second set of tables (36 through 56) is provided to show the data on an institution by institution basis.

Major conclusions to be drawn from this survey, its relationship to previous surveys, and its implications for the field are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

In 1971 Verner, after reviewing the literature dealing with the preparation of adult educators in North America, pointed out that the attention of adult education scholars had been devoted to the study of doctoral level programs almost to the complete exclusion of any concern for programs at the master's degree level.[1] The authors of this report concur with Verner's conclusion, but would extend it to express interest in the state of undergraduate degree programs in this field as well. Without comprehensive data on the dimensions of degree training programs for adult educators the task of improving and upgrading such programs and of encouraging the expansion of such programs to better match national, regional and state needs is insurmountable.

Enquiries about opportunities to secure academic training in adult education from abroad as well as within the United States are increasing, yet neither professors of adult education nor state or federal adult education officials have had the information required to respond to such enquiries adequately. Further, the absence of a reliable census of degree training opportunities places a serious constraint on the efforts of the federal government to provide well thought-out programs to utilize existing training resources efficiently and to provide financial support to encourage and assist the development of additional training resources to serve the staff training needs of federally supported programs. The need for a reliable and complete census of degree training opportunities has been recognized by nearly all of the associations of adult educators and of institutions which provide educational opportunities for adults. Nevertheless, before this study was conducted no comparable effort had been attempted.

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[1] Coolie Verner, _et_ _al_., _The Preparation of Adult Educators_ . . . , p. 30.

The authors sought to update the body of information about degree training opportunities for adult educators and to make this information available to potential students, to counselors of potential students, to administrators of adult education programs and to all of the professors who are engaged in this training activity. The questionnaire was devised to collect data on the kinds of programs offered, the characteristics of the students and faculty, and the kinds of financial assistance available to support study in this field.

In this chapter a brief comparison is made between this and previous studies, major conclusions are presented concerning the findings, and implications are drawn for the adult education field.

Comparison with Previous Studies

The major ways in which the present survey differs from previous surveys are as follows:

1. The questionnaire was designed to collect data from all degree granting institutions of baccalaureate level or above. Previous surveys have dealt with graduate study only.

2. The questionnaire was designed to collect data from institutions which conduct degree programs for training individuals who will function as teachers, administrators, counselors, or researchers in educational programs for adults, regardless of the formal name used to designate the institutional degree program. Previous surveys have used more restrictive definitions in describing the programs to be surveyed.

3. The questionnaire was mailed to all four year colleges and universities in the United States and its territories as identified by the mailing list maintained by the National Center for Educational Statistics of the U.S. Office of Education. Previous surveys began with the population defined either as the institutions represented by membership in an existing organization such as the Commission of the Professors of Adult Education or as the institutions which have graduate programs in education.

4. The questionnaire was intended to collect information on the academic backgrounds of the faculty members in the degree programs for training adult educators at each institution. Previcus surveys had collected data on the numbers of full and part-time faculty in graduate adult education programs but to a lesser degree than was done in the present study.

Table 57 shows comparisons on selected items between the data collected in the present survey and the data reported by Ingham for two previous surveys of the institutional programs represented in the Commission of the Professors of Adult Education.

Conclusions

An examination of Table 57 and a review of the data presented in tabular form previously led to the following conclusions:

1. Individuals who respond to questionnaires mailed to the offices of presidents of four-year colleges and universities are not acquainted with the concept of adult education as a field of study. The term was widely misinterpreted, despite an accompanying definition, to mean educational programs for adult students.

2. At one-third of the institutions known to have adult education graduate degree programs because they are represented in the membership of the Commission of the Professors of Adult Education the screening questionnaires were returned to the investigators indicating that no such degree program was conducted at that institution. Evidently even established degree programs of long standing are not sufficiently conspicuous on their own campuses so that personnel in the office of the president of their institutions would be unaware of the existence of such programs.

3. Questionnaires were returned by 57 institutions offering one or more degree programs for training adult educators. This number is more than twice the number of institutions

TABLE 57

COMPARISON OF PRESENT SURVEY WITH CPAE SURVEYS OF 1968 AND 1970[1]

Items	1968		1970		Change		1970-71		Change	
	A	B	A	B	A	B	A	B	A	B
Total Number of Institutions Responding	25	-	28	-	+ 3	-	64[2]	-	+ 36	-
Number of Adult Education Faculty	20	-	28	-	+ 8	-	62		+ 34	-
a) Full time	-	48		77	-	+ 29	-	102		+ 25
b) Part time	-	82		76	-	- 6	-	115		+ 39
c) Full time equivalent	-	NA		69 1/6	-	NA	-	NA		NA
d) Faculty from other Departments	-	NA		66	-	NA	-	NA		NA
Number of Adult Education Students	25	1388	28	1755[3]	3	+367	4	2831[3]		+1076[3]
a) Undergraduate Students	-	NA	NA	NA	-	NA	-	226		+ 226
Full time	-	NA	NA	NA	-	NA	-	224		+ 224
Part time	-	NA	NA	NA	-	NA	-	2		+ 2
b) Specialized Curricula	2	19	21	473	+19	+454	15	187	- 6	- 286
c) Master's Students	20	624	28	870	+ 8	+246	48	1697	+ 20	+ 827
Full time	-	161		236	-	+ 75	-	377		+ 141
Part time	-	463		634	-	+171	-	1320		+ 686

TABLE 57 (continued)

Items	1968		1970		Change		1970-71		Change	
	A	B	A	B	A	B	A	B	A	B
d) Doctor's Students	21	681	27	885	+ 6	+204	31	908	+ 4	+ 23
Full Time	-	318		374	-	+ 56	-	383		+ 9
Part Time	-	363		511	-	+148	-	525		+ 14
e) Dissertation Students	26	225	27	219	+ 1	- 6	29	202	+ 2	- 17
Number of										
Assistantships	24	80	28	127	+ 4	+ 47	NA	NA	NA	NA
Fellowships	24	22	28	43	+ 4	+ 21	NA	NA	NA	NA
Internships	24	55	28	75	+ 4	+ 20	NA	NA	NA	NA

A = Number of reporting institutions.
B = Quantity reported per item

[1] The CPAE reports of 1968 and 1970 were retabulated to include late entrants and exclude Canadian institutions.

[2] The present survey included 64 reporting program-institutions, 2 non-reporting program-institutions that is, 57 institutions.

[3] Regular students only.

of the Professors of Adult Education. Although seven of these 15 institutions offered a baccalaureate program the data reported show that five of these seven also offer graduate programs and as such would ostensibly qualify for membership in the Commission.

7. Professors in degree programs in adult education have heterogeneous backgrounds academically, a condition which may hinder communication among them.

8. The following institutions have conferred doctorates to 10 or more persons who are professors of adult education:

University of Wisconsin	25
University of Chicago	17
Florida State University	14
Ohio State University	10

9. The median size of the full-time faculty in adult education doctoral programs is one professor and the median number of part-time adult education faculty members is also one. Comparable means are 1.6 and 1.9 full time man equivalents, respectively.

10. At the masters level the median number of full-time and part-time faculty members per institutional program is two; the mean for these two categories is 2.8 professors.

11. Degree programs for training adult educators recruit their students primarily from the public schools, cooperative extension, university extension, and community colleges.

12. Graduates of adult education programs are being prepared to serve as administrators primarily, with less emphasis placed on teaching and counseling functions and least on the preparation of researchers.

on which data were reported in the most recent survey of the membership of the Commission of the Professors of Adult Ecucation conducted by Ingham.

4. Although 98 institutions responded to the initial questionnaire by indicating that although they did not now have a degree program for training adult educators, they planned to establish one by September, 1973, these responses must be viewed with appreciable uncertainty because nearly seven-eighths of the institutions which reported that they already had such a program were subsequently found to have misinterpreted the term. There is no evidence to indicate that the incidence of misinterpretation of the definition of degree program for training adult educators was any lower for those who reported plans for establishing such a program than for those who claimed to already have a program of this sort.

5. No degree training opportunities in adult education were reported by institutions in the following states and territories:

1. Alaska
2. Arkansas
3. Delaware
4. Hawaii
5. Idaho
6. Maine
7. Minnesota
8. Montana
9. Nevada
10. New Hampshire
11. New Jersey
12. New Mexico
13. North Dakota
14. Oklahoma
15. Pennsylvania
16. Rhode Island
17. Vermont
18. West Virginia
19. Guam
20. Puerto Rico
21. Virgin Islands

6. Approximately one fourth of the institutions which reported having one or more degree programs for training adult educators were not represented in the membership of the Commission

13. Although the number of institutions providing data for all time periods is not constant, there appears to be an increase in the number of students in programs leading to the master's degree.

14. In contrast to the situation at the master's degree level, although the number of institutions which offer doctoral level training has increased, it appears that the net result, at least at present, has not been to attract more students to doctoral level study, but instead to redistribute about the same number of graduate students in 1970-71 as in 1969-70 among a larger number of institutions. Only the large increase at the doctoral level at Boston University (from 79 in 1969-70 to 147 in 1970-71) has maintained the average size. However, the number of full-time doctoral students declined by 39.

15. Although a small number of the graduate programs are evidently able to continue with an appreciable percentage of their students receiving no financial assistance, the ability of the adult education field to compete for students of higher ability levels may be impaired by insufficient financial assistance.

Implications

A considerable amount of data has been presented, described and briefly analyzed in this report. Undoubtedly a number of other interpretations will be offered and the readers as well as the authors will remain discontented because of the number of institutions which responded positively to the screening questionnaire, yet failed to return the detailed questionnaire despite repeated mailing of reminders. Whether these non-reporting institutions which initially responded positively did in fact have programs which they did not report because of the amount of effort required to complete the questionnaire or whether they discovered their earlier misinterpretation of the screening questionnaire and chose simply to ignore the detailed questionnaire cannot be established from the data at hand.

Nevertheless, certain implications may be drawn from the survey. The following appear to the authors to be the most important implications which can be drawn from survey data and their experience in collecting it.

First, it has become evident that the existence of opportunities to secure degree training in adult education has been a well-kept secret in an appreciable number of cases. When the existence of a program of several years standing is unknown in the office of the president of the institution which sanctions the program, it is not surprising to find that individuals not associated with the institution may be even less well informed. Therefore, it seems appropriate to suggest that the director of each degree program in adult education consider how he may bring his program to the attention of the president of his own institution if he has any doubt about his program's reputation within the office of his president. Without an effort to make the existence of his program known about the campus, a director of an adult education degree program cannot safely assume that he will receive all of the inquiries about opportunities for study in adult education which may come to his institution.

Second, the Commission of the Paofessors of Adult Ecucation does not now include in its membership approximately one-fourth of the institutions which are conducting degree programs for training adult educators. If the Commission is to exert vigorous leadership in this emerging field of university study, then it may find that an aggressive recruitment campaign coupled with a liberalizing of the requirements for affiliation is in order.

Third, a base line study has been carried out to determine the status of degree programs for training adult educators. Unless this process of surveying the field is accepted as a routine task by the National Center for Educational Statistics, it seems unlikely that the survey will be repeated at frequent enough intervals and in a standardized way to yield a reliable series of statistics on this emerging field. While no claim is made that the present survey form is the most appropriate instrument for such data collection, its modification to eliminate items of limited practical value and to clarify items which yielded ambiguous responses constitutes a starting point.

Fourth, degree study in adult education does not conform to a single or even to a small number of discrete patterns. Instead the degree programs mirror the heterogeneity of the field itself. A part of the price which must be paid for the privilege of remaining somewhat amorphous is the limitation of public acknowledgment of the existence of a discrete profession of adult educator. It is for the professors of the various programs, each one of which is apparently intended to train adult educators, to determine individually and in concert with his fellow professors whether or not the variety of terms used to describe these programs are in the best long term interests of their field.

Finally, it is apparent that the need for suitably prepard professionals to assist adults in satisfying their learning needs will continue to increase just as the society becomes increasingly complex. Institutions of higher education are responsive to public needs and it seems reasonable to assume that they will establish new programs to facilitate adult learning in the decades ahead. Whether those who are now counted among the professors in adult education degree programs will provide the leadership for these new programs is yet to be determined. Overall it appears to the authors of this report that the forces which are acting to widen the divisions among those who are currently in the field outnumber those which are narrowing them.

The challenge, then, is - can those who are now engaged in a common educational venture accept the data of this report as showing the extent of fragmentation of the field and then strive collectively to overcome their differences? If those who now work under different flags and symbols cannot bridge their differences and work toward the establishment of adult education as a discipline, then they will have the opportunity to serve as spectators while others provide the educational leadership for a society which has a growing need for education and a shrinking ability to tolerate those who engage in semantic diversions while unmet adult education needs multiply.

APPENDIX A

SURVEY OF DEGREE PROGRAMS FOR TRAINING ADULT EDUCATORS

The purpose of this form is to obtain information regarding the particulars of your program(s) for training adult educators.

To the Respondent

On September 7, 1970, we requested the cooperation of your institution in a survey that The University of Chicago is conducting in cooperation with the Adult Education Association (AEA), the Commission of the Professors of Adult Education (CPAE) and the National Center for Educational Statistics. In response to our letter, your institution has indicated that it is offering an "adult-education" degree program. Consequently we are following up with this questionnaire.

Information is lacking on institutions offering such programs for training adult educators. The availability of pertinent data is a concern for the A.E.A., its C.P.A.E. and to all prospective students in adult education. Other associations such as the National Association for Public and Continuing Adult Education (NAPCAE) and the National Council of State Directors of Adult Education (NCSDAE) have shown an equal concern about the fact that the practitioners are unaware of the existing opportunities for professional development; to that effect, they have conducted a cursory national survey of programs of adult education in 1969. Nevertheless most practitioners and potential students do not have the information readily available to facilitate either the advisory function or the decision-making for the undertaking of or the return to pertinent studies.

Yet the literature is not silent on the education of adult educators. In the Handbook of Adult Education in the United States in 1964 as in 1970, Dr. Cyril O. Houle has described the adult-education leadership and the opportunities for graduate studies. Dr. Roy Ingham for a few years has conducted for the CPAE surveys of graduate programs and lately Dr. Coolie Verner in the Preparation of Adult Educators has reviewed the pertinent literature.

These studies, dealing with graduate studies only or describing the general ways to professional development, are not meeting the present practical needs. The latest inquiries reported that on the one hand thirty colleges and universities were offering Master's, Specialist's and Doctor's degrees (NAPCAE) or on the other hand eighty higher education institutions were offering "credit courses" in adult education in 1969 (NCSDAE). Our first screening questionnaire however indicates that there are three hundred and ninety-five such institutions.

Therefore this study intends to fill that informational gap, meet the needs of the leadership and bring to the fore your actual resources. This objective cannot be achieved without your assistance. While the enclosed questionnaire is rather lengthy, every effort was made to reduce it to the minimum. The resulting data will be published to make training opportunities more widely known.

Your cooperation is appreciated.

Materials to Include

In order to save your time in completing this report, you may include with your return any written description of your different programs, such as catalogues and announcements you already have or any other documents such as statements of objectives and reports.

Name of institution: ______________________________

____

Address: ______________________________

____

Name of the parent institution (if any): ______________________________

____

Name and title of person completing the report: ______________________________

____

____

Definitions

The term Adult Educators designates the professionals, specialists and lay leaders who attempt to train adults and to assist them in keeping up with their personal, job, and community needs. They work in an ever-growing multitude of institutional forms, i.e.: in government and business, public schools, university extension divisions, community colleges, voluntary organizations, labor unions and churches, health and welfare agencies. They usually hold the title of administrators, counselors, researchers or teachers and they have the responsibility of developing and conducting programs of education in these institutions.

The term Degree Programs for Training Adult Educators means any college or university sequence of systematic learning experiences (a) sanctioned by a college or a university by an academic title and (b) designated by the term "Adult Education" or an equivalent term or any sequence such as those terminated by a Certificate of Advanced Studies or a Diploma.

These programs can be offered by many different academic bodies of an institution: by the College of Education, the College of Agriculture or any Department. Phrases frequently used in titles to designate these programs are "Adult Education", "Community Development", "Extension Education", and "Extension Administration".

In this survey, the term Program is employed to convey the meaning of one sequence of learning experiences; on the other hand, the term Curriculum is used to designate a sequence leading to a specific degree. Different sequences leading to the same degree are to be considered as the same curriculum.

Thus, for example, an institution offering training opportunities for adult educators in Community Development and in Cooperative Extension will be said to have two programs in Adult Education. If this institution, in each of these programs, offers learning experiences at each of the three traditional academic levels, it will be said to have a B.A., and a M.A., and a Ph.D. curriculum in Community Development as well as in Cooperative Extension.

A. According to the definitions, do you think your institution is offering degree programs for training adult educators? Please circle the appropriate answer.

Yes No

If your answer is No, please stop here and return the whole questionnaire.

General Information

B. Which of the following phrases identifies your program(s)? Circle all numbers that apply. For example, Ball State University which has a program entitled "Program Area of Adult and Community Education" should choose to identify its program(s) either by Adult Education alone (and circle No. 1), by Community Education alone (and circle No. 5) or by both (and circle No. 1 and No. 5).

1. Adult Education. Exact title: ______________________________
2. Community Development. Exact title: ______________________________
3. Extension Administration. Exact title: ______________________________
4. Extension Education. Exact title: ______________________________
5. Other phrase. Exact title: ______________________________

C. What is (are) the name(s) of the academic unit(s) offering the program(s) mentioned in B? Please give the name of the academic unit for each program.

1. Adult Education: ______________________________
2. Community Development: ______________________________
3. Extension Administration: ______________________________
4. Extension Education: ______________________________
5. Other: ______________________________

D. What are the degrees granted and what was the year of inception of each curriculum of each program? Please indicate the degrees granted in each program by entering the year of inception in the program column (No. 1, 2, 3, 4, or 5) corresponding to your statement in B. If the year of inception is unknown to you, please enter a question mark. Explain the term "Other" in the curriculum column by giving the name of the degree.

Curriculum	Program Classification (See Page 4, Item B)				
	1	2	3	4	5
Undergraduate level 1. B.A.					
2. B.S.					
3. Other:					
4. Other:					
5, Other:					
Master's level 6. M.A.					
7. M.S.					
8. Other:					
9. Other:					
10. Other:					
Doctor's level 11. Advanced M.A.					
12. Ed.D.					
13. Ph.D.					
14. Other:					
15. Other:					
16. Other:					
Curricula not categorized by levels (Please enter the title) 17.					
18.					

Information on an Individual Program

The form provides space to report on two programs. Should your institution have more than two programs, please request additional sheets.

Designation of the program (Circle one of the numbers you circled in B on p. 4): 1 2 3 4 5

Information on the Faculty

Please provide for questions 1, 2, 3, and 4
in column A: the names of the faculty members,
in column B: the undergraduate and graduate degrees they hold,
in column C: the field of concentration of each degree they hold,
in column D: the name of the university where the degree was secured,
in column E: their contribution to the program (full-time--F; part-time--P)

1. Who was the director (or chairman) at the time of inception?

	A	B	C	D	E
	______	______	______	______	______
		______	______	______	
		______	______	______	

2. Who was (were) the professor(s) at the time of inception?

a.	______	______	______	______	______
		______	______	______	
		______	______	______	
b.	______	______	______	______	______
		______	______	______	
		______	______	______	

Information on the Faculty (continued)

	A	B	C	D	E
c.					

3. Who is the present director (or chairman)? Same as in No. 1 [ ] or as follows:

A	B	C	D	E

4. Who is (are) the present professor(s)? If the name and particulars were given in 2, provide only the name in 4.

	A	B	C	D	E
a.					
b.					
c.					

Information on the Faculty (continued)

	A	B	C	D	E
d.					
e.					

Information on Students

If this information is unknown to you, please provide an estimate and precede each of your answers by the letter E. Should it be impossible to estimate, enter a question mark.

	Undergraduate		Master's		Doctor's		Other curricula not categorized by level	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
1. What was the number of students in the first year of the program?								
2. What was the number of students in 1969-70 (twelve-month period)?								

	Undergraduate	Master's	Doctor's
3. In what year the first student graduated?			
4. How many students have been graduated to date?			

Information on the Program Content

1. Objectives. Please provide the statement of purpose or the list of objectives of the program.

____

____

____

____

____

2. Does your institution require a Master's degree to begin work on a Doctorate? Circle Yes or No

3. How many semester hours of courses and seminars are required in each of the following curricula?

Undergraduate level: ________ Master's level: __________

Doctor's level after an undergraduate degree: __________

Doctor's level after a Master's degree: __________

4. How many of the foregoing semester hours of courses and seminars are in the field of "adult education"?

Undergraduate level: ________ Master's level: __________

Doctor's level after an undergraduate degree: ____________

Doctor's level after a Master's degree: ______________

5. Does this program include an internship? (circle "Yes" or "No")

Undergraduate level: Yes No ; Optional: Yes No ;

Master's level: Yes No ; Optional: Yes No ;

Doctor's level: Yes No ; Optional: Yes No ;

6. At the present time, what institutional segments of the field of "adult education" does the composition of the student body in the program reflect? Please rank up to five of the following for each curriculum and indicate number 1 up to 5 in each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)			
a. University Extension			
b. Cooperative Extension Service			
c. Evening Colleges			
d. Residential Education			
e. Community Colleges			
f. Public Schools			
g. Libraries and Museums			
h. The Armed Forces			
i. Labor Unions			
j. Business and Industry			
k. Health & Welfare Agencies			
l. Religious Institutions			
m. Mass Media			
n. Voluntary Organizations			
o. Proprietary Schools			
p. ____________________			
q. ____________________			
r. ____________________			

7. What program areas does this program emphasize? Please indicate the relative emphasis given to various program areas by ranking up to five of the following for each curriculum by indicating number 1 up to 5 in each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)	☐	☐	☐
a. Adult Basic Education			
b. English as a 2nd language			
c. Reading			
d. ____________________			
e. ____________________			
f. Community Development			
g. Continuing Education for Professions			
h. Continuing Education for Women			
i. Curriculum and Content			
j. Program Planning			
k. Evaluation			
l. ____________________			
m. ____________________			
n. Education for Aging			
o. Education for Family Life			
p. Education for Public Responsibility			
q. Education for Self Fulfilment			
r. Education for Social Responsibility			
s. Health Education			
t. Recreational Education			
u. Vocational Technical Education			

8. For what function is the present student body in this program preparing? Please indicate in percentage in each row of each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)	☐	☐	☐
a. Administration			
b. Counseling			
c. Research			
d. Teaching			
e. Further Studies			
f. ________			
g. ________			
Total:	100%	100%	100%

Financial Assistance to Students

Fellowship. A fellowship award covers tuition fees and in addition provides a cash stipend. A fellow is expected to devote full time to graduate study toward an advanced degree. No service to the university is required.

Scholarship. A scholarship is an award no greater than tuition fees. No service to the university is required.

Assistantship. An assistantship may carry with it tuition scholarship. It calls for service to the university.

Internship. An internship may carry with it tuition scholarship. An intern is expected to devote some portion of his time to supervised program execution in an educational setting.

P Please provide by degree and by category of assistance an estimated percentage of students who have been receiving financial assistance over the last five years.

	Title of the Degree (B.A., B.S., etc.)	F	S	A	I	None	Total
Undergraduate level							
Master's level							
Doctor's level							
Total							100%

APPENDIX B

NAMES AND ADDRESSES OF DIRECTORS OF ADULT EDUCATION DEGREE PROGRAMS AT AMERICAN COLLEGES AND UNIVERSITIES

Institutional Program Number	State	Name and Address of Program Director
1	AL	Harry E. Frank, Assistant Professor Adult Education 203 Petrie Hall Auburn University Auburn, Alabama 36830
2	AZ	Lester S. Perrill, Coordinator Adult Education Program College of Education Arizona State University Tempe, Arizona 85291
3	AZ	Bill J. Brisco, Associate Professor Adult Education University of Arizona Tucson, Arizona 85721
4,5	CA	Stanley M. Frame, Dean of Graduate Studies Azusa Pacific College Highway 66 at Citrus Azusa, California 91702
6	CA	Jane Zahn, Professor Department of Interdisciplinary Studies San Francisco State College San Francisco, California 94132
7	CA	William R. Hathaway Department of Education United States International University 3902 Lomaland Drive San Diego, California 92106
8	CA	Jack London, Professor School of Etucation 3649 Tolman Hall University of California Berkeley, California
9	CA	Paul H. Sheats, Professor Department of Education 324 Moore Hall University of California Los Angeles, California 90024

Institutional Program Number	State	Name and Address of Program Director
10	CO	John C. Snider, Assistant Professor Department of Education Colorado State University Fort Collins, Colorado 80521
11	CT	Richard W. Whinfield, Assistant Professor Department of Higher Technical and Adult Education, School of Education The University of Connecticut, Box U-93 Storrs, Connecticut 06268
12	DC	Beverly D. Cassara, Associate Professor Adult Education The Federal City College 1424 K Shreet, N.W. Washington, D.C. 20005
13,14	DC	Leonard Nadler Department of Education George Washington University Washington, D.C. 20006
15	DC	Edmonia W. Davidson, Chairman Graduate Programs in Adult and Continuing Education Howard University 2400 Sixth Street, Northwest Washington, D.C. 20001
16,17	FL	Arthur W. Burrichter Adult Education Florida Atlantic University Boca Raton, Florida 33432
18	FL	George F. Aker, Head Department of Adult Education Florida State University 920 W. College Avenue Tallahassee, Florida 32306
19	FL	Donald P. Jaeschke Adult and Vocational Program College of Education University of South Florida 4202 Fawler Aaenue Tampa, Florida 33620
20	GA	M. Brent Halverson, Assistant Professor Adult Education Georgia Southern College Statesboro, Georgia 30458

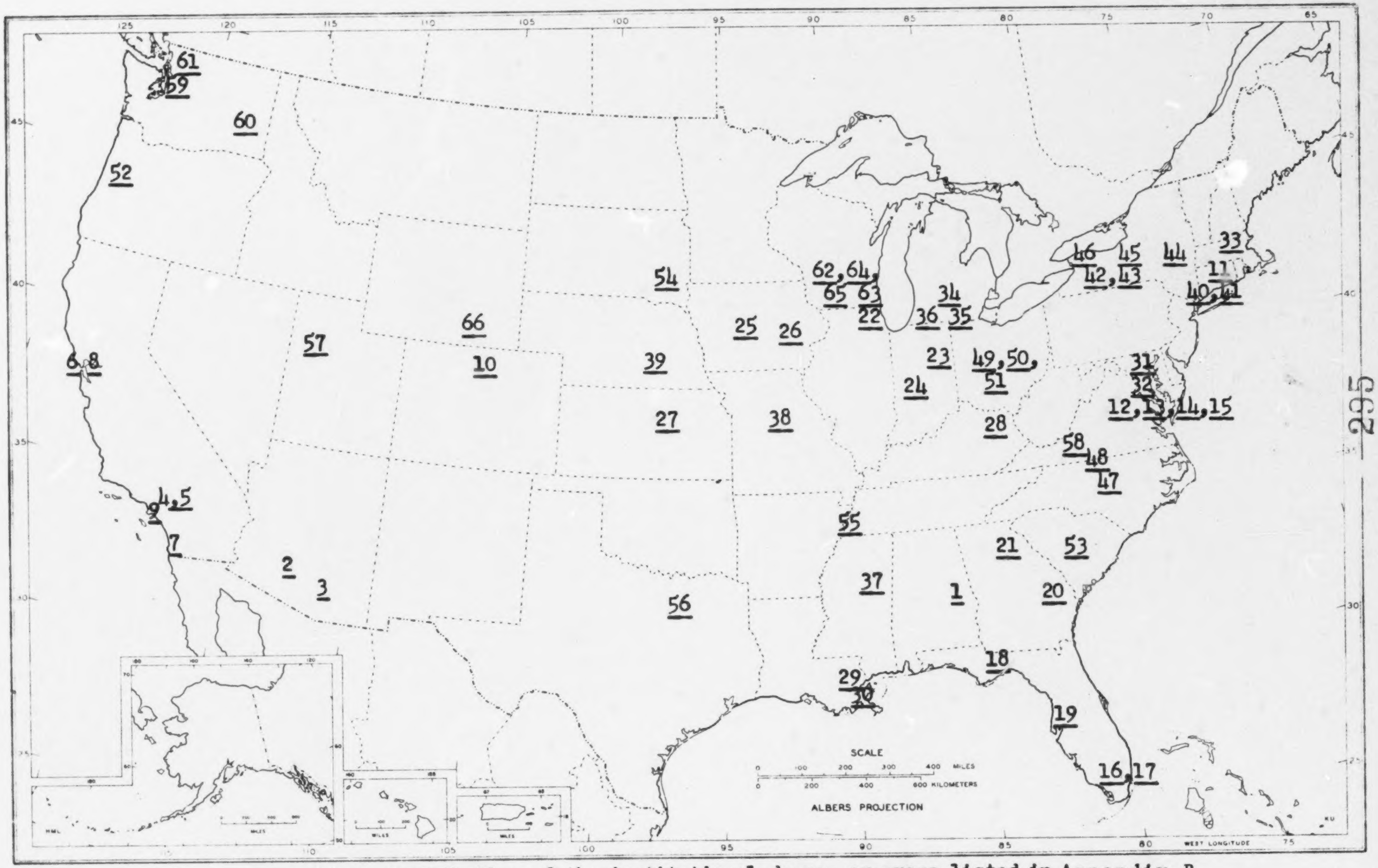
Institutional Program Number	State	Name and Address of Program Director
21	GA	Curtis Ulmer, Professor Department of Adult Education 109 Baldwin Hall University of Georgia Athens, Georgia 30601
22	IL	William S. Griffith, Associate Professor Department of Education The University of Chicago 5835 S. Kimbark Avenue Chicago, Illinois 60637
23	IN	John R. Craddock Department of Secondary, Adult and Higher Education 805 T.C. Building Ball State University Muncie, Indiana 47306
24	IN	Paul Bergevin Bureau of Studies in Adult Education Indiana University 309 South Highland Avenue Bloomington, Indiana 47401
25	IA	Roger L. Lawrence Department of Professional Studies 108 Curtiss Hall College of Education Iowa State University Ames, Iowa 50010
26	IA	Arthur L. Burman, Professor College of Education C112 East Hall University of Iowa Iowa City, Iowa 52240
27	KS	Robert Meisner Adult and Occupational Education Kansas State University Manhattan, Kansas 66502
28	KY	Harold Rose, Chairman Department of Adult and Continuing Education Morehead State University Box 1343 Morehead, Kentucky 40351
29	LA	Lynn Pesson, Head Extension and International Education Room 204 Knapp Hall Louisiana State University Baton Rouge, Louisiana 70803

Institutional Program Number	State	Name and Address of Program Director
30	LA	Donald W. Minton New Orleans Baptist Theological Seminary 3939 Gentilly Boulevard New Orleans, Louisiana 70126
31	MD	Beryl W. Williams Morgan State College Baltimore, Maryland 21212
32	MD	Einar R. Ryden, Professor Agriculture and Extension Education University of Maryland College Park, Maryland 20742
33	MA	Malcolm S. Knowles, Professor Department of Adult and Higher Education School of Education Boston University 704 Commonwealth Avenue Boston, Massachusetts 02215
34	MI	Russell J. Kleis, Professor Department of Administration and Higher Education 421 Erickson Hall Michigan State University East Lansing, Michigan 48823
35	MI	Gale E. Jensen, Professor School of Education The University of Michigan Ann Arbor, Michigan 48104
36	MI	Maurice Seay, Professor College of Education Western Michigan University Kalamazoo, Michigan 49001
37	MS	Charles R. Aiken, Professor Extension Education Mississippi State University P.O. Box 5406 State College, Mississippi 39762
38	MO	Ralph C. Dobbs, Professor Department of Higher and Adult Education 301 Hill Hall University of Missouri Columbia, Missouri 65201

Institutional Program Number	State	Name and Address of Program Director
39	NB	Wesley C. Meierhenry Adult and Continuing Education Teachers College 105 University High School University of Nebraska Lincoln, Nebraska 68508
40	NY	Angelica Cass, Assistant Professor Adult and Community Education Program School Services Department City University of New York 138th Street and Convent Avenue New York, New York 10031
41	NY	Jack Mezirow Department of Higher and Adult Education Teachers College - Columbia University 525 W. 120th Street New York, New York 10027
42	NY	J. Paul Leagans, Professor Department of Education 109 Stone Hall Cornell University Ithaca, New York 14850
43	NY	Kathleen Rhodes College of Human Ecology Cornell University Ithaca, New York 14850
44	NY	Dan Ganeles, Associate Professor Adult Education State University of New York at Albany 1400 Washington Albany, New York 12203
45	NY	Harlan G. Copeland, Associate Professor School of Education Syracuse University 105 Roney Lane Syracuse, New York 13210
46	NY	Jerome P. Lysaught University of Rochester Rochester, New York 14627
47	NC	Edgar J. Boone, Professor Department of Adult Education 117 Ricks Hall North Carolina State University Raleigh, North Carolina 27607

Institutional Program Number	State	Name and Address of Program Director
48	NC	Eugene R. Watson Department of Education University of North Carolina Chapel Hill, North Carolina 27514
49	OH	William D. Dowling Faculty of Special Services College of Education The Ohio State University 1945 N. High Sereet Columbus, Ohio 43210
50,51	OH	Ralph E. Bender The Ohio State University Columbus, Ohio 43210
52	OR	Isabella McQuesten Oregon State University Corvallis, Oregon 97331
53	SC	Robert E. Snyder, Assistant Professor School of Education University of South Carolina Columbia, South Carolina 29208
54	SD	Gerald L. Barchert, Academic Vice President North American Baptist Seminary 1605 South Euclid Avenue Sioux Falls, South Dakota 57105
55	TN	Donnie Dutton, Associate Professor Memphis State University Memphis, Tennessee 38111
56	TX	Joe Davis Heacock, Dean School of Religious Education Southwestern Baptist Theological Seminary Seminary Hill Station Fort Worth, Texas 76122
57	UT	Alton P. Hadlock, Assistant Professor Educational Administration University of Utah P.O. Box 200 Salt Lake City, Utah 84110
58	VA	Paul J. Moore Department of Extension Education 130 Smyth Hall Virginia Polytechnic Institute and State University Blacksburg, Virginia 24061

Institutional Program Number	State	Name and Address of Program Director
59	WA	Charles Yackulic Seattle University Seattle, Washington 98122
60	WA	(Respondent resigned) Adult Education Washington State University Pullman, Washington 99163
61	WA	Richard Ferlinger Western Washington State College Bellingham, Washington 98225
62	WI	Burton W. Kreitlow, Professor Office of Adult Education University of Wisconsin 1815 University Avenue Madison, Wisconsin 53706
63	WI	Russell D. Robinson, Professor Department of Educational Administration and Supervision Room 104 Garland Hall University of Wisconsin Milwaukee, Wisconsin 53201
64,65	WI	Walter T. Bjoraker, Professor Department of Agriculture and Extension Education University of Wisconsin 208 Agriculture Hall Madison, Wisconsin 53706
66	WY	Glenn Jensen, Professor Department of Adult Education University of Wyoming Laramie, Wyoming 82070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Geographical distribution of the institutional degree programs listed in Appendix B

APPENDIX C

DIRECTORS OF ADDITIONAL PROGRAMS NOT REPORTED IN THE SURVEY WHO HAVE BEEN ADMITTED TO THE COMMISSION OF THE PROFESSORS OF ADULT EDUCATION

After all of the questionnaires had been received and the data processed but before the writing of this report had been completed, the following four persons were admitted to membership in the Commission of the Professors of Adult Education, reflecting the official judgment of the Commission that graduate degree training programs for adult educators are now being conducted at the institutions these professors represent.

1. James Bromley, Associate Professor
   Department of Education
   Woodward Hall
   University of Rhode Island
   Kingston, Rhode Island 02881

2. Leon Levitt, Assistant Professor
   School of Education
   University of Southern California
   University Park
   Los Angeles, California 90007

3. John M. Peters, Associate Professor
   Department of Continuing and Higher Education
   15 Henson Hall
   University of Tennessee
   Knoxville, Tennessee 37916

4. Donald F. Seaman, Associate Professor
   School of Education
   Texas A & M University
   College Station, Texas 77843

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